GENERAL REPORT

ON

PUBLIC INSTRUCTION

IN THE

Lower Provinces

OF THE

BENGAL PRESIDENCY,

1857-58,

WITH APPENDIXES.

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REPORT

OF

The Director of Public Instruction

For the Year 1857-58.

FROM

THE DIRECTOR OF PUBLIC INSTRUCTION

To

THE SECRETARY TO THE

GOVERNMENT OF BENGAL.

Dated Fort William, October 1858

SIR,

I HAVE the honor to submit herewith the usual Annual Reports of Public Instruction in the Lower Provinces for the year 1857-58.

2. The ... Laws and Regulations of the Calcutta University after having been drawn up and settled in the several Faculties, were ratified by the Senate in September 1857 and shortly afterwards, confirmed by the Governor General in Council, in accordance with the provisions of Act II. of 1857. They will be found in Appendix B. It is proper to mention, however, that since they have been printed in this form they have undergone some modification, chiefly with a view to lowering the standard of the "Entrance Examination," which, it was found, was higher than it was reasonable to expect lads from the English Schools

Calcutta University.

generally to attain to.* The subject was very fully discussed and considered in the Faculty of Arts, and eventually the subjects of Zoology, Vegetable Physiology, and Mechanics, were excluded from the Entrance test, and the standard in History and Geography was somewhat reduced.

3. I hope it may not be found that in making such material reductions the University have gone too far in the opposite direction to that first taken. Certain it is that some of the most experienced friends of Education think that, by excluding Natural Science from the curriculur of our Schools, (as in effect we have done) we have thrown away an opportunity of improving the tone and habit of the Native mind, and of sowing in this country the seeds of that true progress which marks the present age in the West.

4. Examinations for University degrees were held this year in the Faculties of Arts and Law. The names of the Students (13 in number) who passed the Examinations will be found at page 3 of Appendix C. They all came up from the Presidency College. Twenty-four Students of the Medical College also passed the "First Examination"† for the degree of "Licentiate of Medicine," and four of the number obtained University Scholarships. Last year twelve students passed this Examination.

5. The Faculty of Arts has recently had under consideration the expediency of establishing University Professorships, as suggested in the Education Dispatch of 1854‡ (paras. 30 to 32). After much debate, the following Resolution was passed by a majority of one:

* Of 464 candidates for entrance this year, only 104 passed, 335 failed, and 27 did not complete their Examination.

† See page 54 of Appendix B.

‡ As this Dispatch is frequently referred to in our educational proceedings, and as it has not yet been printed in any of the Annual Volumes of this Department, I have had it reprinted in Appendix D. of the present Report.

That the Faculty of Arts think it inexpedient that the University shall, as a University, establish Professorships or Lectureships.

"That at the same time, the Faculty would represent that there are some few of the subjects fixed for the degree Examination for acquiring a knowledge of which sufficient facilities do not exist available for all Students, and that they would request the Syndicate to urge on the Government the propriety of making some arrangement which would meet this want."

6. The Government English Colleges* are generally in a satisfactory condition, and they have not been much affected by the disturbances which have characterized the past year. It is true that three of those Colleges have had to give up their buildings for the accommodation of Troops, and, in consequence of the extreme difficulty of finding any local habitation, the Berhampore College has been in some danger of extinction. Its prospects, however, are now improving again, as will be seen by reference to the Principal's Report.*

* Viz.
Presidency College.
Hooghly ditto.
Kishnaghur ditto.
Dacca ditto.
Berhampore ditto.

7. An interesting Analysis of the result of the "Senior Scholarship Examination," i. e. of the Examination† of Students who have been two years at College, will be found at page 8 of Appendix C.

8. Mr. Woodrow in his Annual Report‡ has entered at some length (more so perhaps than was necessary for an Inspector of Schools) into the question of the cost of the Presidency College; and he contends that it is not in reality as expensive an Institu-

* Appendix A. page 15, &c.

† The Board of Examiners for Senior or College Scholarships consisted of the following gentlemen :

E. Lodge, Esq.
Rev. K. M. Banerjea.
H. Jones, Esq.

‡ Appendix A. page 15.

tion as it appears from the Statistical Returns to be. To prove this, the Statistics of the College are mixed up with those of two Schools which have nothing to do with it, except that for convenience sake they are under the general supervision of the College Principal. The argument seems to me fallacious. It is as if, in considering the expense of the Collingah School, we were to drag into the calculation the assets of the Mudrussa, or as if, on being asked the cost of each Normal pupil at Dacca, we were to give a reply founded on an average of all the four Normal Schools.

9. Mr. Woodrow seems to imagine that some design is entertained of abolishing the Presidency College as soon as possible rather than improving it. I think this is a mistake; and that even those who approve the principle laid down in para. 62* of the great Dispatch do not look forward to the closing of this Institution under the most favourable circumstances as a thing to be accomplished within the next few years. All that is for the present desired is that this Department should fairly recognize the principle in question, and, admitting the desirability of the end in view, should "so shape its measures as to pave the way for the *ultimate* abolition of its own Schools."†

10. I alluded in my last Annual Report (paras. 7 to 9) to the uncertainty which prevails as to the views of the Supreme Go-

Grants-in-aid to Superior Schools.

* "We look forward to the time when any general system of education entirely provided by Government may be discontinued, with the gradual advance of the system of grants-in-aid and when many of the existing Government Institutions, especially those of the higher order, may be safely closed, or transferred to the management of local bodies under the control of, and aided by the state. But it is far from our wish to check the spread of education in the slightest degree by the abandonment of a single School to probable decay; and we, therefore, entirely confide in your discretion, and in that of the different local authorities, while keeping this object steadily in view, to act with caution, and to be guided by special reference to the particular circumstances which affect the demand for education in different parts of India." *Ed. Desp., Para.* 62.

† See my last Annual Report, para. 8.

vernment in regard to bringing private Seminaries of the higher class under the grant-in-aid system, and curtailing or abolishing by degrees its own Institutions of the same class. This uncertainty still continues, and causes some embarrassment to our operations.

11. In connection with this subject, I would call attention to two papers by the Rev. Dr. Duff and Mr. George Smith,* which will be found in Appendix D. Being called on by Government for a report on the subject chiefly discussed therein, I replied as follows† :—

"I have the honor to acknowledge the receipt of your letter No. 1036, dated the 24th ultimo, calling on me for my opinion on the subject of the larger use of the grant-in-aid Rules, and their ultimate application to Institutions like the Presidency College."

"On this very important subject it will be found that I have already on several occasions taken an opportunity of putting on record the views which my experience in this Department has led me to adopt. For example, in my (printed) Report for the year 1856-57 (paragraph 7) I have expressed a doubt whether 'the permanent maintenance of an Institution on the footing of the present Presidency College' is consistent with the proper development of the principles laid down in the great Education Dispatch. I have urged (paragraphs 8, 31, &c.,) that the Government measures should be directed to generating a desire and demand for Education, and assisting those most interested to supply this demand themselves, rather than to the direct education of the people of this country by State machinery; that (paragraph 9) in Calcutta, especially, the time is at hand when some of the existing Government Institutions may 'safely be closed or transferred to the management of local bodies under the control of, and aided by the State,' as suggested in the Education Despatch;* that (paragraph 32, &c.,) the grant-in-aid system should be regarded as the most important feature of the new scheme; and that measures should be taken for rendering it more generally effective and acceptable than it now is.

* Paragraph 62.

* Principal of the Doveton College.

† Letter from D. P. I. to Secretary to Government of Bengal, No. 1689, dated July 8th, 1858.

"In my letter to your address No. 247, dated 29th of January last, I have again ventured to record my opinion that 'the grant-in-aid system should be developed and encouraged to the utmost, rather than the system of direct education;' that as regards Calcutta especially, 'the Government should avowedly shape its measures so as at no very distant period to render the maintenance of its own Institutions no longer necessary;' and that the abolition of the Presidency College itself should be regarded as an event by no means impossible or undesirable.

"In my last Periodical Report, that namely for the first half of 1857-58, I again refer (paragraphs 6, 23, &c.,) to the continued 'uncertainty as to the principles to be had in view, in regard to the promotion of the higher grade of education,' and to the 'slow and unsatisfactory progress that is being made in carrying out the views' laid down in the Education Despatch, these expressions of regret having reference chiefly to the subject adverted to in your letter under reply.

"I do not know that it is now necessary for me to do more than to beg that reference may be made to the Reports to which I have above adverted. I need hardly say that I have read the letters of Dr. Duff and Mr. George Smith with great interest, and with the attention that is due, not only to everything that comes from those gentlemen in connection with educational subjects but to the honest expression of views entertained by very many friends of education, whose sympathy and co-operation are so much to be desired.

"That these persons sincerely believe they have reason to complain of the manner in which the great Dispatch has been dealt with, and the hopes it excited disappointed, is beyond doubt. And that plausible grounds for this belief are not wanting, must also, I think, be admitted. Those grounds are so forcibly stated by Dr. Duff and Mr. Smith that I need do no more than refer to their letters, and express my own concurrence for the most part in what they urge as to the general policy and principles (or perhaps, I should say, the *want* of both) which characterize many of the measures of the Education Department at the present time.

"I am aware that some persons whose opinions carry with them weight and authority consider the present state of things defensible on the ground that the Dispatch of 1854 is too far in advance of the times. If this be really the case, 'if,' as Mr. Smith says, 'the policy of Government is directly opposite to that of the Dispatch, it would be well at once distinctly to acknowledge it, and not oscillate between two extreme and contradictory paths.' 'But worse than to halt between two opinions is, it to

profess to follow one policy, as we are accused of doing, 'while fully and consistently carrying out the other.'

"This is the charge that is constantly brought against us, and that, so long as the present vacillation and absence of a settled policy prevail, we shall find it not easy to disprove."

12. The Colleges for special and professional education* stand on a different footing from those above referred to, and are likely to have but little concern with any system of grants-in-aid for many years to come.

* Viz. the Medical College.
Civil Engineering College.
Law Department of Presy. College.

13. The Report of the Government Examiner on the English Class† of the Medical College will be found at page 10 of Appendix C. It is not altogether as satisfactory as could be wished, only seven Students having presented themselves as candidates for the Diploma of Sub-Assistant Surgeons, and only four of these having obtained it.

14. The attention of Government has been directed during the year to the falling off of late years in the number of qualified Sub-Assistant Surgeons sent out by this College. Dr. Eatwell, being called on for a Report, showed that the cause of the falling off was, not so much any growing unwillingness to enter the College, as (1st) the difficulty in getting through the long and expensive course of training required, and (2nd) increased temptations to the students to leave College for other employments before finishing their course. This latter cause indeed has affected all our Colleges of late years, and it must necessarily do so as long as there continues to be a brisk demand for well educated youths for grant-in-aid Schools and for numerous situations in public and private service.

15. The principal remedies suggested by Dr. Eatwell were, that retiring pensions be granted to Sub-Assistant Surgeons, as to other classes of Uncovenanted Servants, and that students

† i. e. The class that supplies the Public Service with Sub-Assistant Surgeons, and that will now send up candidates for the Licentiate's degree.

leaving College before the completion of their course should pay a tuition fee retrospectively, at the rate of Rupees 5 a month, for the whole period during which they may have received gratuitous education. These proposals were approved, and the one regarding pensions has been recommended by Government to the favourable consideration of the Court of Directors.

16. The Civil Engineering College is still in its infancy, and it has many difficulties to surmount in competing with its older and more favoured sister-institutions. There is I think no reason to suppose that this College will not eventually succeed, if at first starting proper encouragement and an adequate instructive staff be given to it irrespective of an immediate return in the shape of fees or crowded class-rooms. Certainly, if it does not succeed under Captain Williams, its present Principal, it will not be for want of the most zealous and judicious supervision.

17. The Orders of the Supreme Government regarding the Law Department of the Presidency College, to which I referred in my last Annual Report, necessitated the removal of both the Professors, and the appointment in their place of gentlemen holding no other Offices under Government but permitted to "engage in legal practice to such an extent only as not in any degree to interfere with the efficient performance of their public duties." Messrs. Montriou and Boulnois of the Supreme Court Bar are in consequence now occupying the chairs of Law, and the course of instruction is necessarily to some extent different from what it had previously been. The effect of the change will be manifest hereafter. The Court of Directors have lately reduced the allowances of the Senior Professor from Rupees 700 to Rupees 600 a month.

18. Until quite recently no decided steps have been taken for bringing the Oriental Colleges within the scope of the University system, or for placing them, as suggested in the Education

Oriental Colleges.

Dispatch,* "upon such a footing as may make them of greater practical utility." The time, however, appears to have arrived when steps in this direction are likely to be taken; as will be seen from the following Minute by the Lieutenant-Governor of Bengal and the papers† on the same subject in Appendix D.

'MINUTE BY THE HON'BLE THE LIEUTENANT-GOVERNOR OF BENGAL, —(DATED THE 15TH SEPTEMBER, 1858.)

Mahommedan College of Calcutta. Letter from Principal Lees, dated 11th May, 1851.

"The Madrussch, or Mahommedan College of Calcutta, was founded by Governor-General Warren Hastings in 1781, in order to give to Mahommedan Students 'a considerable degree of erudition in the Persian and Arabic languages, and in the complicated system of laws founded on the tenets of their religion;' so as to enable them 'to discharge with credit the functions and duties of the Criminal Courts of Judicature and many of the most important branches of the Police, which it had (in 1781) been deemed expedient to continue in the hands of Mahommedan Officers.'

2. "For this end a scheme of study was laid down which *excluding Poetry, History, Geography and General Literature,* professed to teach Theology and Law according to the Koran, the Commentators, and the Traditionists; and Science according to the Græco-Arabic system of Baghdad and Bokhara.

3. "This College was, however, consigned to the uncontrolled management of Mahommedan Professors, and the consequence was that 'the studies of the College became nominal, and its ample resources, (about 30,000 Rupees per annum,) were dissipated among the superior and subordinate drones of the Establishment.'* And this seems to have been, with little variation, the condition of the Institution for nearly forty years after its establishment. In 1820 the College was placed under immediate English superintendence, and after that change the abuses, though not wholly eradicated, were less gross and flagrant than in previous years.

* Lushington's Report of 1821.

* Para. 90.

† viz. Memo. by Principal Lees dated 18th September 1858, and Letter from Director of Public Instruction No. 2610 dated 13th October, 1858, suggesting how the Lieutenant-Governor's views may best be carried out.

4. "But in 1850 it was reported to Government that the English Superintendent was only able to act as an occasional visitor, and that he obtained precarious and untrustworthy information of the state of the College through Native Agency, so that he was powerless to prevent fictitious Muster Rolls of Students and nominal Professors; besides that there had been no advance since the time of Warren Hastings 'either in the system of instruction pursued or in the amount of study accomplished.'

5. "This led to the appointment of a qualified European (Dr. Sprenger) as Principal of the College, and he immediately turned his attention to the improvement of the Institution, remarking that the system of study which was actually in operation led to the encouragement of purely dialectical pursuits and tended to 'keep up antiquated prejudices and to give sanction to superstitions condemned even by Islam.' The system, Dr. Sprenger added, 'is in fact precisely the same as the one which was in vogue in Europe during the darkest ages, and it produces the same results. The sophistries of dialectics learned in a sacred language puff up the Professors with conceit, render them hostile to every thing practical or founded on experience, and extinguish in them the sense of art and beauty and blunt the sentiment of equity and morality.'

6. "This then had been the practical result, so far as any result was obtained, of our seventy years' patronage of the Mahommedan College of Calcutta, during the greater part of which time, *i. e.*, down to 1835, the Students had all received stipends, being in fact hired to learn the Theology of Mahommed and the Physics of Aristotle, which, it was up to that time believed, (and as events have shown on true grounds,) few of them would learn in the College on any other terms.

7. The original reason for the establishment of the College, *viz.*, the administration of the Criminal Courts of Judicature by Mahommedan Officers, had passed away within a few years after its foundation, when the Courts in question were confided to English Judges. And though Mahommedan Officers are attached to every District to declare the Mahommedan Law when necessary, the progress of Legislation has gradually diminished the necessity for their services; and they will soon, it is certain, be dispensed with altogether. But it was determined in 1839, and the decision was confirmed by the Home Government in 1841, 'in reference not only to the desire which has been manifested by numerous and respectable bodies of both Mahommedans and Hindoos, but also to more general considerations, that the ancient Seminaries of Oriental learning should be amply maintained (at the expense of Government) so long as the community may desire to take advantage of them.' Ac-

cordingly the Mahommedan College of Calcutta continued to be amply maintained, the religious element of the teaching becoming more and more developed every year, to the great pride and satisfaction of the learned and *quasi* learned Mahommedans who ruled over the Institution, teaching Arabic in their own peculiarly dawdling, irrational and inefficient manner, and varying the Scholastic pursuits of the Students by periodical assemblages of the neighbourhood for public prayer and exhortation, as well as by the frequent funerals of deceased Mahommedans, whose relations were encouraged to bring their bodies to the College at all times of the day for the performance of the prescribed rites and ceremonies, for which of course the work of teaching was always suspended.

8. "In 1850 Dr. Sprenger attempted to stop these customs as well as to introduce some improvements in the method of tuition. This was equally resented by pupils and teachers, and it caused a general rebellion within the College walls, with which almost all the respectable Mahommedans of Calcutta displayed a hearty sympathy, and which was sufficiently violent and outrageous to require the intervention of the Police.*

* One of the assigned causes of dissatisfaction was, that the pupils were required to read certain subjects under the tuition of a Christian Teacher.

9. "Upon this it was determined by the Government that the system at the College should be thoroughly reformed. There were already two Departments of the College, the Arabic, which was mainly a Seminary for the indifferent teaching of obsolete inutilities and a nest of abuses; and the English Department, which was up to that time 'a costly failure.'

10. "The latter was to be separated from the former, so far as that those who prosecuted the study of Arabic were to eschew English; and those who studied English were to learn no Arabic. The English Department was to be invigorated and improved and Persian was added to it. The Arabic Department was to be made clear of public prayers and funerals; obsolete Science was no longer to be taught in the Arabic language; but the Students of Arabic were in future to study nothing but Mahommedan Law and general Arabic Literature upon an improved and modernised plan.

11. "Four years have elapsed since this new system was inaugurated, and Principal Lees now reports on the result.

12. "In the English or Anglo-Persian Department there has been a decided advance and improvement. A class of Mahommedans has begun to resort to it, which never before sought for a knowledge of English; the number of pupils steadily increases, and the teaching is sedulous

and effective. The Mahommedans of the old School still sternly withhold their countenance from the language and literature of unbelievers, and carefully guard their children from the contamination of English knowledge and Science. But a race is growing up more sensible of their true interests and more open to the influences of the time; and as year follows year, the English language is plainly seen to be slowly but surely extending its inevitable sway over an increasing number of Mahommedan minds.

13. "On the other hand the attempt to improve the Arabic Department has as yet entirely failed of success. We have no instructive Agents but men educated under the old system, who invariably despise and abhor all innovation on the modes of teaching to which they have been accustomed, and especially innovations proposed by an Englishman. Far from assisting the energetic and intelligent efforts of the Principal, they conscientiously thwart him by every ingenious means they can devise. 'I almost despair,' says Principal Lees, in the Report now before me, 'of attaining the desired object with regard to the teaching of Arabic until we can get a class of Instructors who have themselves received an English education.' But I have questioned the Principal as to the prospect of obtaining such a class, and find his expectations altogether overcast; especially as those Mahommedans who may choose to learn English at our hands are, (by our own rule,) prevented from combining with it a knowledge of Arabic. The two languages it is said, authoritatively, (but perhaps not accurately,) cannot be learned together; so that if one of our pupils elect to study Arabic, he must thenceforth abandon English altogether, even though he may have previously mastered its elements and even made some progress in the language.

14. "To find Europeans in India acquainted with Arabic is now very difficult. The Government has long ceased to encourage the acquisition of such knowledge by its servants; and it is with great difficulty that an Officer can be found capable of superintending the College. Indeed, when Principal Lees visited England last year, the Government was obliged to entrust the temporary superintendence in his absence to an Officer who had some knowledge of Persian indeed, but did not pretend to any skill in Arabic. And if any accident were to remove the present Principal, I am not acquainted, even by name, with any Officer competent by knowledge of Arabic to supply his place, not to talk of other qualifications for the post which are essential to a due performance of its duties, and are yet (as we have found by experience) by no means certainly combined with a knowledge of the Arabic Tongue.

15. "It must be borne in mind too that the Mahommedan teachers, to whose agency we are exclusively limited in our task of improving the College, are not only generally opposed to innovation, but are unable to comprehend our views in the alterations we propose, or to see any good in them, but the contrary.

16. "When an English Scholar hears of a Mahommedan learned in Arabic, he forms an idea very different from what we know of the reality. A learned Mahommedan in Bengal means a man of extremely narrow, prejudiced and bigoted views, even on the subject of Arabic learning itself. He neither knows nor cares for Literature, as we understand the word. He has never read any Arabic Poetry and never means to read any. He probably could not understand it if he were to try. He is profoundly ignorant of all History and Geography, even as connected with his favorite language, with his nation, and with his religion. Of Science he knows nothing, and does not believe in it when it is explained to him. But, (if he be not a pretender, as is very often the case,) our Moulavee in Bengal is a skilful Grammarian, a verbal Logician, a technical Rhetorician and a profound and painful Metaphysician. As a Lawyer he grounds his knowledge on no general principles, but knows certain formal treaties by heart. As a Politician he abhors with consistent zeal the domination of infidels and as a Theologian he is barren, credulous, and casuistical.*

17. "The task then that we have set ourselves, and regarding which Principal Lees 'almost despairs' of success, is to introduce a large and difficult measure of educational reform into the Mahommedan College by means of such instruments as the learned Mahommedan I have been describing, and under the superintendence of an English Officer highly capable; but liable to leave us at any moment, and whose place it would be next to impossible to supply. And the reform we are aiming at is, as I personally know, not merely distasteful to the existing teachers, but bitterly detested and decried by all the 'numerous and respectable body of Mahommedans' for whose especial gratification the College is avowedly kept up at a cost to Government of Rupees 158 per Student monthly.

* If the description in the text be thought too unfavorable, I would quote the following from Dr. Lumsden, long at the head of the Madrusseh, a profound Arabic Scholar, and very favorably disposed towards Indian Mahommedan learning. "While an Indian Moulavee is able to expound with no contemptible skill the opinions maintained by Arabic writers on the most abstruse questions of Grammar, Logic, Rhetoric, Law, Metaphysics and Abstract Theology, he has little knowledge of Arabic idiom, and has acquired a very limited command of words. Of History he can hardly be said to know any thing and the great body of Arabic Poetry is utterly beyond the reach of his attainments."

18. "Since, however, it is a declared and authoritative fact that we keep up this costly Institution in a great measure for the sake of pleasing the people, we surely ought not to shape our measures so as to produce a quite contrary effect upon their minds. It is undeniable that the people whom we thus seek to please have not the smallest value for Arabic Literature, and think scorn of our new books and our new-fangled modes of teaching, considering them, in fact, as in some mysterious way connected with the deeper and more dangerous schemes of reform of which they never cease to suspect us, and to which they attribute the most part of our conduct, for which they are otherwise unable to account.

19. "And after all what is the use of attempting to inculcate Arabic Literature upon our unwilling subjects? It is very well to talk of the antiquarian and historical and philological value of the dead Arabic, but if we have only one set of teachers to work with, and neither will those teachers teach, nor our pupils learn it as we wish, what is to be gained by persistency?

20. "But even if we could succeed by persisting in this up-hill struggle—what then? The question may perhaps sound barbarous, and I will therefore be careful to add that no one has a higher appreciation of the value of Arabic than I have—in its proper place. When a ripe or ripening Scholar, versed in the use and the philosophy of various tongues or searching into the dark places of history and antiquity, adds to his other acquirements a knowledge of Arabic, I can perceive the importance of the acquisition, and anticipate the valuable uses to which it will not fail to be applied. But of a dead tongue, which has intrinsically little in it to admire but the unaccountable perfection of its own structure, what is the value to an otherwise benighted Asiatic who actually knows nothing else whatever; to whom science is a blank, and eloquence and poetry are dumb, and history is a superstitious dream? To encourage our Mahommedan subjects to learn English is undoubtedly of the very highest importance, and will be the first step towards removing their prejudices and mitigating their religious bigotry. And a Mahommedan, possessed of a sound and equal knowledge of English and Arabic, would have received a really liberal and useful education which, in proportion as it was extended over any considerable number of persons of that religion, could not fail to produce humanising and elevating results among an important body of our subjects in India. But to encourage Arabic and nothing else but Arabic, (which is what we are now doing in the Arabic Department of the Mahommedan College,) is to foster against ourselves the old Mahommedan hostility, and to prolong, at our own expense, and

to our own continual disadvantage, the bitter sentiments of religious and political hatred of which we have but lately reaped some of the natural fruit.

21. "It is important to remember the fact, twice emphatically alluded to by Principal Lees, that the Mahommedan College has produced and is producing *extensive political evil*. It is in fact a nursery of disaffection. And, for reasons, plainly intimated by the Principal, and familiar even to those who know but a little of the subject, it can never be otherwise in an exclusive School of Mahommedan learning. If this be so, the sedulous dissemination of this exclusive learning by the Government itself has in it something suicidal. It would perhaps have been better for us if we had never meddled with the matter at all: but having meddled with it, we ought not to act so as to make things worse than they need be.

22. "It is right that there should be attached in some way to the University of Calcutta, either as University Professorships, or as Chairs in the Presidency College, a well constituted means of teaching the higher walks of Arabic Learning and Literature to any sufficiently advanced Arabic Students who might desire to take advantage of them. And it might be a wise rule to admit no Students to these lectures who had not already a considerable knowledge of English as well as Arabic. But we neither expect nor require a large number of Arabic Scholars in Bengal, nor, though we may provide means for acquiring such Scholarship for those who seek it spontaneously is it by any means a sound policy in us to give it extraordinary encouragement.

23. "For I put out of question the idea of teaching Arabic in Bengal, in order to improve the Vernacular of Hindustan. Bengali, not Hindustanee is the Vernacular of the Mahommedans of Bengal, as has been well shown by Mr. Beadon in his Minute of 1852. To expect improvement of Hindustanee from the studies of the Calcutta Madrusseh is like expecting Parisian French to be improved by the studies in Latin of Englishmen at Oxford.

24. "I would therefore neither institute, nor sustain any elementary School for boys to begin Arabic in; but, treating it as a probably and preferably rare and peculiar accomplishment, I would leave the acquirement of the elements and earlier parts of the science to private enterprise and exertion.

25. "It cannot, however, be denied that to act as I have proposed above would be contrary to the views of Lord Auckland in 1839, and to the authoritative Dispatch of the Home Government, dated 20th January 1841, which directed that the old Native Colleges should be kept

up in the old way, 'so long' according to the comment of the Government of India on that Despatch 'as the community may desire to take advantage of them.' And it may perhaps be urged, not without reason, that having published these orders, and for many years professed to be guided by them, we may be considered by our Native subjects to have come under a tacit obligation to adhere to the old practice as long as advantage may be taken of it by the people. If, however, we are to do this, it will avowedly be chiefly for the satisfaction of the people; and it is therefore important to bear in mind that it is only by adhering to this obligation in the sense in which it has heretofore been interpreted that we can succeed in satisfying the people for whose sake we are acting. What they chiefly expect and require of us in the old College is, that we shall teach Mahommedan Law in the old books and in the old way. But the moment we 'improve' the College, dissatisfaction begins, and any interference with the established course of teaching is resented as offensive and inefficacious.* Moreover we are certain not to succeed in our improvements. we rouse a passionate discontent, and shall, after all, be infallibly defeated in all our efforts.

* The Bengal Mahommedans have long looked upon the Hidayah as the greatest of all Law Books. But it is tedious, difficult obscure and in a great part obsolete Principal Lees has prescribed another treatise which compared with the Hidayah is easy, succinct, clear and complete But the change has excited the strongest resentment, and I have been applied to to insist on a restoration of the Hidayah

26. "It is then, in my view of the case, desirable to abolish the Madrusseh, and to teach Arabic in the best possible way by means of a Professor or Professors attached to the University. But if it be ruled that we must still keep up the Madrusseh as long as the people chose to resort to it, I would keep it up for its original purpose of Law teaching and *for that only*. But except by examinations and the grant of prizes and scholarships for attainments in Law, I would exercise no kind of interference with the teaching, but would, as in old days, leave the Moulavees to teach the science in their own way. For interference has proved useless and ineffectual and only occasions discontent.

27. "That we should have such a College at all I should consider a misfortune. But I have supposed it ruled that we cannot help ourselves without risk of injury to good faith.

28. "Neither can we insist on a knowledge of English at the Madrusseh; for it has been authoritatively prescribed to us by the Despatch of the Hon'ble Court already quoted that Arabic is to have there the foremost place and the predominating attention.

29. "We should however strictly fulfil our obligations by acting as I have suggested; and if our emancipated Moulavees, pursuing undisturbed their own antiquated course, should turn out nothing but bad lawyers, and if also we should fall under the reproach of nourishing a Seminary of religious bigotry and disaffection, which is inseparable from the teaching of Mahommedan Law, we might be consoled by the reflection that, as Mahommedan Law is not likely to be much longer wanted, the Law College could not last very long; and that if we had a large supply of profound Mahommedan Lawyers, the time is at hand when we should really not know what to do with them. On the one hand, the progress of Legislation is yearly diminishing the necessity for Mahommedan Law and Lawyers; and this so plainly that the Mahommedans are well aware of the coming change: and on the other, the gradual and constantly accelerating progress of English knowledge among the Mahommedans and the departure of the older bigots from the scene would not fail to empty the benches of the Arabic side of the Madrusseh, and eventually to transfer all its pupils to the English Department of the College, which I would by no means abandon, but on the contrary support and extend by all means in my power.

30. "We cannot go on as we are now striving to do. If there be a man in India who could persuade or induce the Mahommedans of the present School to accept an improved method and course of teaching, that man is Principal Lees; and he has failed, nay is quite hopeless of success. Were he removed, there is no one that I know of to succeed him, and there is no possibility of replacing the present Arabic Teachers by others less wedded to ancient rules and less obstinately bent on upholding them. To prolong the struggle is to incense the people instead of satisfying them, to incur unnecessary odium, and to fail in our endeavours at last.

31. "The plan I propose, while it kept our faith with and satisfied the people, would provide on the one hand for the original purpose of the Madrusseh, and on the other, by a well appointed Chair or Chairs in the University, for a skilful, rational and liberal teaching of the whole body of Arabic Literature to all who might heartily and earnestly desire to acquire it; while it would ensure in the Students such an amount and kind of other useful knowledge as would counterbalance the religious and political objections to Arabic and ensure its being turned to full and fructifying advantage.

32. "The Madrusseh at the Hooghly College stands altogether on different ground. We are certainly bound to keep that up according

to Native usages and in the most effective manner possible. I think also we are not justified in demanding fees from Mahommedan pupils at this Madrusseh, which is kept up according to the will of the Mahommedan endower, who assuredly intended Mahommedan teaching to be free to all Mahommedans.

"Since the above was written I have again consulted Principal Lees on the subject, and he has perused what I have stated in this paper. The observations* he has made thereupon I now, with his permission, append to my Minute."

Zillah Schools.

19. The Zillah† and Collegiate Schools continue to be popular, well attended, and efficiently conducted. They are of great importance, as being the main stay of English elementary Education in this part of the country, and the basis upon which the Colleges and the University depend for success. They are very useful also as models upon which the English grant-in-aid Schools that the people are in many places so eager to establish are established and regulated. They have of course suffered to some extent from the disturbed state of the country during the year, having been sometimes annihilated for a time by mutineers or local panics, and more frequently turned out of doors to make room for sailors or troops. They have on the whole, however, suffered less injury than might have been expected.

20. In Behar‡ the prosperity of the Government Schools has, of course, been more interfered with than elsewhere; but even here the injury done is less than might have been expected; and, should the Government show a firm determination to abate

* See Appendix D.

† So called (it may be observed) because there is usually one such School in each Zillah or District, situated at the Chief Station. They are managed by Local Committees consisting of officials and others. The instruction imparted in them is mainly in English, and the course is directed to qualifying the pupils for entrance into the University.

‡ In his yearly Report, Mr. Harrison gives an interesting Table shewing the fluctuations of attendance at the Zillah Schools during the year of the mutinies. See Appendix A.

nothing of its desire for the spread of Education, the Schools even in this part of the country will steadily, though perhaps slowly, effect their object.

21. In a Report of some months back on the state of the Schools in Behar, Mr. Harrison notices with regret the change of feeling on the subject of Education which the recent mutinies have, strangely enough, caused in the minds of many, and he suggests that the present opportunity should be taken for giving a more decided stimulus to English Education in Behar than has yet been given by Government. "Many of the Local Committees," he says, "bodily and individually seem from their expressions to have lost all interest in Education, and in one case, fortunately a solitary one, a Government officer asked for sanction from his Commissioner to put a stop to such unnecessary proceedings. Even those who have hitherto co-operated with me most heartily have gone back more or less, and I should be very anxious if I were not morally certain this feeling is only transitory. To avoid making this communication an extraordinarily long one, I will defer to another letter some remarks on our whole system of Education, apart from the mere teaching of books, and will proceed to some considerations which, particularly at the present time, press themselves on our attention, especially in reference to Behar. We are endeavouring to introduce a knowledge of English amongst all but the lowest classes, and yet hold out no adequate inducement for its study. Scholarships fail as yet to attract, for they are too rarely gained in these recently established Schools to be an understood reality, and, as in most cases they involve removal to another School, are not a valuable consideration. The people here have a literature worthy the name in a tongue almost Vernacular, and our English Schools made, until very lately, the fatal mistake of entirely neglecting the Vernacular. In consequence of this unfortunate error, the Mahommedan population and the Hindoos in a less degree are not inclined to send their children to them,

and it will be long ere the effects of this mistake are eradicated. It requires too great an amount of clear-headedness and genuine faith to give their own accomplishments for our sciences and pursuits, and, finding that the one was to supersede the other, instead of being combined with it, they have considered it as it were a battle, and fought naturally for their own. Still the Schools would make their way ultimately without a doubt,* and we might be content to wait patiently the time, if circumstances did not present an easy remedy. The greatly increased number of English Regiments, constantly relieved from home, which will be scattered over the face of the country, and with which every official will more or less come in contact, makes the knowledge of English highly necessary to these officials. If Government would, therefore, declare that from 1st January 1859, *one-fourth* of the appointments of Deputy Magistrate and Deputy Collector shall be given to persons tolerably conversant with English, and that from the 1st January 1863 the University Entrance Examination shall be a necessary qualification for at least one-half the appointments to Moonsiffships, Darogahships, and Pleaderships in the Judges' Courts, no injustice will be done to any class, and a sufficient inducement will be offered to overthrow all objections to the study of English."

22. Partly in consequence of the above suggestions, I solicited the Lieutenant-Governor's further consideration of the oft-discussed question of insisting on a certain degree of Education as a test of fitness for employment in the public Service. I referred to opinions in favor of this policy which had been put on record, and to a certain extent endorsed by the Government, and I added :—

" Messrs. Samuells and Harrison, the present Commissioner and Inspector of Schools in Behar, hold very much the same opinions as the above, and those of the Supreme Government as to the Educational tests to which Candidates for employment in all branches of the Uncovenanted Service should be subjected are well known.

"One of the results of the recent disturbances has been, if I mistake not, to prove that men who have received a certain amount of Education at a good English School are far more trustworthy, and well-affected to Government, better subjects in every sense of the word, than those who have not had that advantage. And it seems to be a question whether, for this reason alone, it would not be expedient for Government to use all legitimate means for encouraging and inducing the rising generation in such a province as Behar to attend the Institutions which, though maintained at no small cost for their benefit, are so little appreciated by them. I am inclined to think that, unless some decided steps are taken in this direction, it will be long before the Schools in Behar will produce any fruit commensurate with the expense incurred on their account.

"In April last I reported my opinion as to the best way of carrying out the wishes of the Government of India as conveyed in the Regulation in the Home Department of January 18th, 1856, and I would here beg to repeat that what I would recommend is that no person shall be considered eligible for any appointment in the superior grades of the Uncovenanted Service, whether Executive or Judicial, unless he shall have passed such an Examination as is referred to in my letter No. 272, dated 13th April, 1857. Should the Government see difficulties in the way of applying this rule to persons of European birth or extraction, it might at least be made applicable to natives.

"I would also gladly see the Government go a step further, and announce that after a certain date, say the 1st of January, 1862, no person shall receive any such appointment unless he have passed the University 'Entrance Examination.'"

Junior Scholarships.

23. The most proficient pupils of Zillah Schools are rewarded every year, as you are aware, by means of "Junior Scholarships" of the value of 8 and 10 Rupees a month, tenable for two years at a College. Under certain Rules sanctioned by Government in February last (and which will be found at page 18 of Appendix B.) similar Scholarships are now awarded also to lads coming from Schools not belonging to Government, and in both cases the Scholarships may be held at any College, Government or private, that has been affiliated to the University.

24. The number of Junior Scholarships thus awarded* during the past year was as follows, the minimum standard of qualification required being that for Entrance to the University. In future years the number of successful candidates will probably be greater, the standard of Examination having been recently lowered, as observed above (para. 2.)

By lads from the Hindoo School,	10
Ditto Colootolah Branch ditto,	2
Ditto Hooghly Collegiate ditto,	2
Ditto Hooghly Branch ditto,	2
Ditto Dacca Collegiate ditto,	5
Ditto Kishnaghur ditto,	4
Ditto Berhampore ditto,	4
Ditto Calcutta Mudrussuh, Anglo-Persian Department,	1
Ditto Colingah Branch School,	1
Ditto Russapaglah ditto,	1
Ditto Ooterparah ditto,	8
Ditto Burrisaul ditto,	3
Ditto Furreedpore ditto,	2
Ditto Chittagong ditto,	1
Ditto Commillah ditto,	1
Ditto Jessore ditto,	1
Ditto Howrah ditto,	1
Ditto Baraset ditto,	2
General Assembly's Institution,	2
Free Church Institution,	1

Vernacular Normal Schools.

25. The four Normal Schools (at Calcutta, Hooghly, Dacca and Gowhatee,) have been working satisfactorily and successfully under the immediate supervision of the Inspectors of Schools, to whose Reports I would refer for further information

* The names of the Scholarshipholders will be found at pp. 4 to 6 of Appendix C.

on the subject. It will be remembered that the object of these Institutions, is to train up efficient *Vernacular* Teachers, the want of whom was much felt when we commenced operations three years ago.

26. The measures employed for the promotion of Vernacular Education generally have been pretty fully described in former Reports. They have been prosecuted as far as possible during the past year, but we have had to contend with great difficulties, partly in consequence of the restriction of expenditure deemed necessary in consequence of the mutinies, but chiefly on account of diversities of opinion as to the precise system which should be pursued.

Vernacular and popular Education.

27. In my last half yearly Report I remarked;

"One great difficulty we have to contend with is, (it must be frankly stated,) the absence, to a great extent, of fixed and recognized principles and rules of action. This arises partly from the differences of opinion on important points which prevail among those in authority (differences with which the question of State Education in India is perhaps peculiarly beset, and which even the broad and simple principles laid down in the great Dispatch of 1854 seem to have done but little practically to remove), and partly from the difficulty which I often find in ascertaining precisely what the views of the higher authorities on any particular question actually are. The intimate relations existing between my Office and the Bengal Government would make it both an easy and pleasant task to carry into effect the Lieutenant-Governor's views, if this were all I had to do. But when measures have to be shaped or carried out, so as also to accord with the views of other authorities, views which are sometimes with difficulty reconcileable with the Education Dispatch, and which are not unfrequently hidden from my ken until something sanctioned or proposed by the Lieutenant-Governor is disallowed by a higher power, the task becomes a more difficult one.

"I should be unworthy to hold the position I now have the honor to occupy if I were to refrain from stating frankly and respectfully what I believe to be one chief cause of the slow and unsatisfactory progress that is being made in carrying out the noble views of the framers of the Dispatch of 1854."

28. It cannot be too often repeated or remembered that in this lies a very serious obstacle to progress. The field before us is a fertile one; the materials we have to work with and work upon are by no means such as to discourage, but so long as we have no fixed course of action, so long as we are liable to be told that, after years of action in a certain direction, the Local Government is "pursuing an erroneous course"* which the Supreme Government is disposed to "arrest at once," or that the measures enjoined by one President of the India Board are by his successor considered to be "of a very perilous character,"† so long it must be plain to all that no great progress can be made. Of course I am not presuming to impute error to any one of my superiors, but in a Report of this kind I am bound to notice facts and difficulties that are patent to all.

Discussions as to General Policy.

29. The two chief points of dispute are those in regard to which the most decided steps in advance were thought to have been made by the framers of the great Dispatch of 1854; viz. the extending of Government aid to all secular educationists without reference to religious creeds or objects, and the systematic education of the lower orders of the people.

30. Of course it is not for me here to offer any opinion upon questions of such magnitude; nor, while they are still in the crucible of discussion, need I narrate at any length what has been already done by the Department during the time when we believed that our course was the simple one traced out in the Education Dispatch. It will be sufficient if I append extracts from some of the correspondence of the year which will give some idea of the present posture of affairs.

31. In April last the following letter (which has since been printed by order of the House of Lords) was addressed by the

* Mr. Secretary Beadon's letter No. 1488, dated July 31st, 1857 printed at page 27 of last year's Report.

† The Earl of Ellenborough's letter of April 28th, 1858.

President of the Board of Control to the Chairman and Deputy Chairman of the East India Company. In juxtaposition with it are a few Notes which, at the Lieutenant-Governor's desire, have been appended to such of its parts as it appeared to refer to this part of India.

Letter from the President of the Board of Control to the Chairman and Deputy Chairman of the Court of Directors.

India Board, 28th April, 1858.

GENTLEMEN,

Many letters have been lately before me reviewing the state of education in different parts of India under the instructions sent by the Court of Directors in 1854, and I confess that they have not given me the impression that the expected good has been derived from the system which was then established, while all the increase of charge which might have been expected appears to be in progress of realization.

2. In 1854-5, a year only partially affected by the new scheme, the charge was just within ten lacs (9,99,698

Notes by Director of Public Instruction.

The letters and other documents here referred to, and on which Lord Ellenborough's Minute is based, relate to a period of about two and a half years, systematic proceedings under the Education Despatch of 1854 having been commenced about the middle of the year 1855. Surely it is not to be expected that in so short a period the good hoped for from a new system of national education can be made patent to the world. This is almost as if a husbandman were to complain two or three weeks after sowing time that he had been put to a great expense for seed, and had got no return for it.

In Bengal (Lower Provinces) the Education charges borne by the State for the three years here referred to were as follows :

3. In 1855-6 it had increased to seventeen lacs and a quarter (17,45,664).

4. In 1856-7 the estimated charge was rather above twenty-one lacs and a half (21,34,030), making an increase in two years of eleven lacs and a half.

5. This is rather a serious addition in so short a time to the expenditure of a borrowing state, especially when it is considered that this charge is one of a rapidly progressive character.

	1854-55	1855-56	1856-57
Total Expenditure,	[illegible]	8,08,827	10,61,195
Deduct Tuition fees, sale of books, proceeds of endowments, &c	28,821	1,29,530	1,47,834
Also cost of Free Hospital maintained for other than educational purposes	45,544	42,816	53,546
Net education charges	5,19,522	6,36,481	7,95,410

The figures are taken from the Accountant's returns, published in the Annual Reports.

6. In all the North-Western Provinces, and in Behar, the Schools will generally have been suspended through the mutinies, and I can have no hesitation in recommending that, where this shall have been the case the aid of Government should not again be afforded unless there should be an unmistakeable desire on the part of the principal landowners and of the people that the connexion between the Government and the School should be renewed.

7. I cannot but fear that the subscriptions, and the adhesion to our new system of Education, which have been termed volun-

Of the English Schools in Behar, in only two (Arrah and Chota Nagpore) were operations suspended during the mutinies, and then for three or four months only. One of the two Schools in Patna was abolished after the mutinies were over, but, as Mr. Harrison observes in his Report for 1857-58, now going through the Press, "independently of the peculiar circumstances of the times, I think it probable that I should have equally urged its abolition," on account chiefly of the comparatively small demand for English Education in that City.

As to the VERNACULAR Schools Mr. Harrison in the same Report

tary, have but in too many cases been only the result of a desire to stand well with the zealous officers of the Government who had to introduce and advocate the plan.

8. It ought to be made quite clear to the people that our Government does not desire to assist in the education of a single child not brought to the school with the full, voluntary, unsolicited consent of its parents; and that whoever offers a subscription to a School is at liberty to withdraw it at any time, and will not be the worse thought of for doing so.

says (para. 4), "As I have elsewhere stated to you our Vernacular Schools in the interior, being fed almost exclusively by the population of the places where they are established, did not, speaking comparatively, suffer from the disturbances, except when any set of rebels actually passed through or came very near the village itself; and then, immediately the danger had passed, they went on as before. For instance along the line of road through Husoorah Newadah, Gya, Tekari, Konch, Goh, and Dawood Nuggur, two bodies of the 5th Irregular Cavalry and one of the 32nd Infantry passed, and yet no one of the Vernacular Schools has fallen." And again, para. 36, "There is no necessity of my going through the whole number of my Vernacular Schools or Chatsals as Table III. contains sufficient particulars regarding most of them. Suffice it to say that generally they have advanced in spite of all difficulties, if not greatly in numbers, yet in the Education given."

9. To send a female child to any school at which any man whatever can be present is so entirely at variance with native feelings, that it is hardly credible that the attendance of any such children can have been really voluntary on the part of the parents.

10. There is throughout India, especially amongst the higher classes, a strong prejudice in favour of domestic Education.

There is undoubtedly a prejudice among the higher classes in favour of domestic education for female children (as there is among ourselves, I believe); but many of those who cannot afford this kind of education are willing to send their daughters under marriageable age to be taught by old Pundits, or Female Teachers. This willingness is rapidly spreading in those parts of Bengal where

the advantages of education are appreciated, and instances are not wanting of girls being sent to boys' Schools rather than to none at all. As one instance of what is to be done in this way, I may briefly advert to the forty Female Schools set up by Pundit Eshuarchunder Surma in villages in Burdwan and Hooghly during the course of the last twelve months or less the attendance at which, before they were abolished (as they have recently been under orders from the Supreme Government), amounted to about 1570 girls. No one will I think suspect the Pundit of having acted as he did merely to curry favor with his superiors. Indeed he has found to his cost that the result has been just the reverse, and that, owing to his having acted in anticipation of the sanction of Government, he is in danger of suffering severely in purse and credit.

11. I believe we rarely, if ever, induce parents above the lower class to send their children to our Schools, and we should practically, if we succeeded in extending education as we desire, give a high degree of mental cultivation to the labouring class, while we left the more wealthy in ignorance.

12. This result would not tend to create a healthy state of society. Our Government could not offer to the most educated of the lower class the means of gratifying the ambition we should excite.

13. We should create a very discontented body of poor persons having, through the superior education we had given to them, a great power over the mass of the people.

It is with some amazement that I now for the first time hear it asserted as a charge against the Indian Government that it desires to give a "high degree of mental cultivation to the labouring class while leaving the more wealthy in ignorance. Surely the slightest reference to our published Reports since 1835, or to such persons as Sir Edward Ryan, Mr. Cameron, or Lord Macaulay, would dissipate this idea at once, so far at all events as this part of India is concerned, (and of no other part do I presume to speak.) The very opposite to this is the charge that has been most frequently and forcibly urged against the Indian Authorities; and indeed it was not until the Despatch of 1854 appeared that serious attention was invited to 'a consideration which,'" say the Court of Direc-

tors, "has been hitherto, we are bound to admit, too much neglected, viz., how useful and practical knowledge suited to every station in life may be best conveyed to the mass of the people."

Nothing, it will be observed, is here or any where else said about a "high degree of mental cultivation for labourers," nor about "leaving the wealthy in ignorance;" nor has there been the smallest intention of abandoning the Education of the latter, because something is now to be done for the former. On the contrary, encouragements and facilities for the education of the middle and wealthier classes have been largely multiplied of late years. The Government has set on foot many new English Schools, several new Colleges, and a University, all for the benefit of the non-labouring classes, besides numerous other measures directed to the same end, which it would be tedious here to enumerate.

14. Education and civilization may descend from the higher to the inferior classes, and so communicated may impart new vigour to the community, but they will never ascend from the lower classes those above them; they can only, if imparted solely to the lower classes, lead to general convulsion, of which foreigners would be the first victims.

15. If we desire to diffuse education, let us endeavour to give it to the higher classes first.

16. There are but two ways of doing this; by founding colleges to which the higher classes alone should be admitted, and by giving, in the re-organization of the Army, Commissions at once to such sons

I do not think that the aim of those who are favourable to Vernacular School, is thereby to cause Education and civilization to 'ascend from the lower classes to those above them.' The object is rather, I think, having already set on foot many Institutions for the higher classes, to begin now to extend operations gradually downwards, so as in due time to elevate the condition of Tahoos even the lowest classes, those of whom Bacon says that "ignorance makes them churlish, thwarting and mutinous." This class of Educationists, I apprehend, hold that the great question is between teaching and improving the erring and ignorant, or hanging and shooting*

* This plan is set forth in my letter of August 12th, 1857, printed at page 77 of my Annual Report for 1856-57, and has been approved and concurred in by the Lieutenant-Governor.

of native gentlemen as may be competent to receive them.

17. I am not apprehensive of adopting both these plans, on the contrary, I think that both, judiciously carried out, might greatly tend to give a national character to our Government, and to unite the higher classes in its support.

18. In a very large portion of the Bombay Presidency, I apprehend that the mutinies will also have led to the suspension of Schools, aided by the Government, and there, too, I should recommend that, without the clearest evidence of the wish of the landholders, and of the people, the connexion between our Government and the Schools should not be restored.

them; and they think, with Dugald Stewart, that "The great aim of an enlightened and benevolent philosophy is, not to rear a small number of individuals, who may be regarded as prodigies in an ignorant and admiring age, but to diffuse as widely as possible that degree of cultivation which may enable the bulk of a people to possess all the intellectual and moral improvement of which their nature is susceptible."

19. In the Madras Presidency it should be directed that no new charge shall be incurred in respect of education, and the Government should be cautioned to watch most carefully the operation of the system as now established, and in no case to receive any unwilling contribution, or to admit the child of an unwilling parent.

20. I do not observe in the letter of the Court in 1854 any direct explicit instruction to afford aid to Schools under the charge of missionaries; but the expressions of the Court in that letter have been interpreted as permitting, if they do not direct, such an application of public money, and it has been so applied.

21. This measure, even guarded as it appears to be, by restricting the aid of Government to the se-

The arguments contained in the 20th and following paras. would be of much force if it were the case that the grant-in-aid system were maintained and worked chiefly for the benefit of Missionaries. But, in this Province at all events, such is certainly not the case.

Of the two hundred and two Schools in operation to which grants, to the extent of Rs. 6,609 a month, have been given under the Dispatch of 1854 (and which are included

cular education of the natives in missionary Schools, seems to me to be of a very perilous character.

22. The primary object of the missionary is proselytism. He gives education, because by giving education he hopes to extend Christianity. He may be quite right in adopting this course; and left to himself, unaided by the Government, and evidently unconnected with it, he may obtain some, although probably no great extent of success: but the moment he is ostensibly assisted by the Government, he not only loses a large portion of his chance of doing good in the furtherance of his primary object, but, by creating the impression that education means proselytism, he materially impedes the measures of Government directed to education alone.

in the list that accompanied my letter No. 2296 dated 10th Instant) only nineteen are Missionary Schools. The rest, with two exceptions, are maintained by the Natives themselves, and are the offspring in most cases of a real appreciation of the benefits of Education and a determination to procure and pay for these benefits, indications which are gratifying and of good promise for the future, and which have been thus referred to by the Honorable Court of Directors:*

" We notice with much satisfaction the desire shewn by the land owners and the inhabitants of Towns and Villages in many parts of Bengal to extend and improve the existing means of Education and the readiness manifested to take advantage of the aid of Go-

* *Abstract of Return lately sent up to Government of grant-in-aid Schools in operation at the end of* 1857-58.

Grants under Dispatch of 1854.

Missionary Schools, ...	19	receiving ...	Rs. 703	8	0	per mensem.
Native Schools, ...	181	,,	... 5,106	2	0	,,
Calcutta Industrial School, ...	1	,,	... 600	0	0	,,
Calcutta Girls' School (chiefly for Europeans,)........................	1	,,	... 200	0	0	,,
	202		6,609	10	0	

Old Grants not made under the Dispatch of 1854.

Jonye Training School (got up and managed entirely by Natives,) .... Rs.	100	0	0	per mensem.
Grants to Missionaries for educating Kacharee and Cossiah Hill wild tribes, ...	100	0	0	,,
Total, ...	6,809	10	0	

23. This has been the view taken of the effect of any appearance of connexion between the Government and the missionaries by some of the most pious as well as the most able men who have ever been employed under the Government of India, and I have at all times adhered to their opinion

24. The benefit which can be derived to education from thus aiding the Schools of missionaries is on account of the limited number of such Schools in Bengal and upper India, necessarily small; but great on the other hand, is the danger, not to our success in education alone, but to the peace of the Empire, by thus exciting, as we practically do, the apprehension that the Government desires through education to convert the people

*vernment for the promotion of this object"**

It is a curious fact, as bearing upon the question whether the giving of grants to Missionaries engenders suspicion and disaffection in the native mind, that in the Districts of Bengal proper, in which alone such grants have been given, the people here been generally free from any such suspicion, as connected at all events with Education, and have remained loyal throughout the disturbances, while in the Provinces where no such grants have been given, viz., Behar and Cuttack, the people, sunk in ignorance and the prey of any designing mercenary, have here and there been moved by vague fears and suspicions.

25. I have from the first been under the impression, and all I have heard from the commencement of the mutinies has only tended to confirm it, that this almost unanimous mutiny of the Bengal Army, accompanied as it has been by very extensive indications of a hostile feeling amongst the people, could never have occurred without the existence of some all-pervading apprehension that the Government entertained designs against their religion. No cause of inferior power could have produced so great a revolution in the native mind.

26. There may have been certain acts of recent legislation, and certain hardships attending our revenue administration, which may have had a partial effect in alienating classes of our subjects, and there may perhaps have been a change in the demeanour of persons in civil employment towards the people, and of officers towards the troops;

* Para 34 of Dispatch No. 104 dated July 29th, 1857.

but, however much to be regretted, these causes of alienation from our Government must have been confined to particular classes and to particular localities. Our scheme of education pervaded the land. It was known in every village. We were teaching new things in a new way, and often, as the teacher, stood the missionary, who was only in India to convert the people.

27. I must express my doubt whether to aid by Government funds the imparting even of purely secular education in a missionary School is consistent with the promises so often made to the people and till now so scrupulously kept, of perfect neutrality in matters of religion.

28. It is true that the money of the state is only granted to the missionary on account of the secular education which alone he engages to give to the native, unless the native should otherwise desire; but it may often, if not always, happen, that it is only through the aid thus given professedly for secular education, that the Missionary is enabled to keep the School at all, which he only designs for other, and those proselytizing purposes.

29. We thus indirectly support where we profess to repudiate, and practically abandon the neutrality to which we have at all times pledged ourselves to adhere. Such conduct brings into question our good faith, and may naturally give

I cannot see how we violate our promise of impartiality and neutrality in matters of religion, if we offer aid to all alike, whether Hindu, Muhammadan, or Christian, who will give in return an adequate amount of useful secular education; and if in practice we give much more of such aid to Brahmans and Moulvees than to Christian Missionaries. The principle on which the Department proceeds in this respect, and our determination to have nothing to say to any religious or proselytizing enterprizes as such are set forth in strong and unmistakeable language in my letter of 29th January last, and have been approved by Government.

It would undoubtedly be a course less open to cavil if the Government were to keep aloof from all private educators, and to set up a complete and gigantic machinery of purely State Colleges, Schools, Inspectors, and controllers, for all classes of the people throughout British India. But obviously the means are wanting; and the only

alarm to the people.

30. I feel satisfied that at the present moment no measure could be adopted more calculated to tranquillize the minds of the natives, and to restore to us their confidence, than that of withholding the aid of Government from Schools with which missionaries are connected.

plan that offers hope of supplying the most crying want of the country seems to be one which for every Rupee that comes from the public purse extracts at least another Rupee (and generally much more) from some private pocket, besides enlisting in the cause much gratuitous zeal, labour, and interest.

31. Sir George Clerk has brought together much valuable information with respect to the real character and effect of our educational system, and I beg to transmit his paper herewith, soliciting that it may receive the consideration of the Court.

I have, &c
(Signed) ELLENBOROUGH.

Memorandum by Sir G. R. Clerk K. C. B., Secretary of the INDIA BOARD.

Referring to some dispatches which the Court are sending to India, on the subject of education, but in which the Board have made considerable amendments, I propose to offer a few remarks regarding the real position of education in India, in which for some years, and until the breaking out of this insurrection, it has been placed, by the authority or influence of the British Government. I shall refer both to several facts stated in official reports which are before the Board, and to the bearing which our system appears, from accounts received from various quarters, to have had upon the spirit of the rebellion.

2. In any observations on the present state of education in India, attention is due to those communications from near observers which advert also to the missionary exertions of civil and military officers, and to the free press, because both have been there adopted, and greatly trusted, in aid of our educational projects.

3. When compelled by illness to resign the Government of the North-West Provinces, in October 1848, in briefly recording my opinion respecting its affairs generally, in a paper dated the 13th of that month, I explained the measures which I considered we ought to adopt for the education of the people there; what I especially advocated was to work into our plan the popular element existing in the indigenous School even in the poor village of India. Several years before, Mr. Adam had pointed out this necessity; but though some of us much among the villages and towns may have patronized those humble institutions, they had never, I believe, been brought under any degree of direct supervision or assistance by the Government.

Notes on Sir G. Clerk's Memo.

The plan he advocates in para. 3 is precisely the contrary of that suggested by Lord Ellenborough, being what is generally known as Mr. Thomason's system of Vernacular Schools. I am disposed to believe that that system as now worked may have a natural tendency to assume an "aggressive character" and thus to rouse the "suspicion and hate" which Mr. Raikes in his recent work on the natives tells us that it has excited. But the great advantage of the grant-in-aid system as compared with that of the North-Western Provinces, and especially with the "Hulkabundee" part of this system, is that it does not come into operation at all except where the people wish for it, apply for it, subscribe for it. Here aggression and disaffection are out of the question and impossible.

4. My successor, Mr. Thomason, followed out these views, and no doubt intended greatly to improve them. No one was more capable of doing so. But some of his subordinates possessed little of his judgment and foresight; they became eager not only to teach the natives to babble English, but they indulged in visions of thus speedily converting the heathen. Mr. Thomason, himself the son of a Missionary, was not slow to perceive the error which his too zealous functionaries were committing. He expressed his sense of the necessity for restraining their indiscretion, and he acted on that sound conviction. In some instances he succeeded; in others, exertions in the wrong, and as respects all really good purposes, retarding direction, were persisted in, until in the minds of the people in general, and of

the influential classes in particular, our educational schemes are certainly now regarded as an insidious religious movement in contravention of every principle of trust and national faith.

5. The disposition with which we have by these and other means of an aggressive character inspired the people, including the classes amongst whom these projects have been forced, is sufficiently shown in their passiveness or misconduct during the difficulties in which rebellion has plunged the British Government. Persons who have had the opportunity of closely observing the feelings and impulses of the native mind were prepared for this, trustworthy individuals amongst those who now return home can satisfy others with abundant evidence of the deplorable consequences of our indiscretion. The official narratives, as well as the opinions of some of the highest authorities in India, also confirm it. For instance, Mr. Colvin, the Lieutenant Governor at Agra, writing of the rebellion to the Governor-General in Council last May, observed:—"Many certainly thought we were tricking them out of their caste, and the opinion is held, however unwisely, by the great mass of the population, and even by some of the more intelligent classes. Never were delusions more wide and deep."

6. What sort of a system of education and superintendence of education of which it is boasted in published "reports" that it pervades the influential as well as humble classes, has that been, when after ten years' operation, by means of expensive and numerous establishments of every sort, the masses and the intelligent classes consider its patrons to be dishonest and tricky? Every one acquainted with the actual state of things in the North-West Provinces knows that this was no delusion, but well founded apprehension.

7. The newspaper known as the organ of the Government of India referring to the existing disturbances in the fertile province and amongst the very industrious people of Behar, is pleased thus to account for their disloyalty:—"The Beharees, always a stupid

It must be admitted that in 1855 *some suspicion was aroused in Behar by the sudden commencement of Educational proceedings modelled upon the North-Western Province system; but this was before the people knew or could know any thing of the measures we were*

and somewhat indolent race, had been excited by the controversy with the Educational Department in 1855. They then gave way only in part, and it was known that large classes were deeply disaffected."

8. Of one of its districts the Commissioner reports to the Governor-General in Council, that "no landholder had given the Magistrate the slightest assistance. They sent in sepoys going on leave, but not a single mutineer."

going to employ. Moreover the suspicion had nothing to do with the grant-in-aid system, which, as yet at least, has never by any one been applied, or supposed to be applicable, to Behar. No special hostility has been shewn towards Educational buildings or persons even in that Bœotian province, and the Inspector Mr. Harrison has very lately reported that "the population generally are crying out for Schools which is very different from the state of things a year or two since."

9. In a report from another Commissioner to the Government of India from the North-West Provinces, in describing the outrages of the insurgents in July, he states that "a special malignity appears to have been shewn in destroying all educational buildings."

10. One member of the Council of India, writing in June, remarks :—

"Who these secret enemies are we have, unfortunately, not yet been able to discover, but there is strong reason to suspect some people from native states have been so occupied lately; aided and instructed how best to set about alarming our sepoys by some highly educated Bengalees! ..

"I ought to have mentioned, among the causes which have produced the present extensive dislike of our rule, a dread of our alleged intention to convert our subjects to Christianity, *which is a widely-spread and genuine dread*, and our having meddled too much AS A GOVERNMENT with schools which are taught by Missionary Clergymen, I mean by our grants of money in aid, and by allowing the examinations and superintendence of them by Government officers, and by our permitting several high Civil officers and commanders of native regiments to work at the task of spreading the gospel as though they were Missionary Clergymen without any connexion with Government at all. That kind of thing should be prevented in future by the most peremptory

orders. In some cases even regular clergymen of the establishment have been employed in the Government Educational Department. This ought *never* to have been done under any circumstances."

11. After reading this confession, the underlining of which is by the Councillor himself, one is at a loss whether to be most astonished at the egregious blunder of those who desired and sanctioned such schemes and appointments, or at the supineness and recklessness of members of a Council of India, who, having observed these dangers, omitted at the proper time to counteract them.

12. Another competent Judge, the Commander-in-Chief of the Madras Army, when just called up to take his seat also at the Council table, adverting to measures to which he ascribes the outbreak, concludes by expressing his conviction that—

The matters mentioned in these paragraphs (12 to 18) appear to refer to other parts of India, rather than to Bengal.

"We are going ahead a great deal too fast, and expending enormous sums of money, which might be laid out far more for the happiness of the people, on all kinds of educational projects. Then the marriage of the Hindu widows, and many other innovations equally repugnant to native prejudices and religious feelings, all supported and countenanced by the Legislation and the Government, do you suppose that these things are not observed by the natives? Rely on it, they are, ay, and watched, too, with the most jealous inveterate dislike."

13. As a striking instance of the distinct perceptions of an experienced public servant, yielding without any real struggle to high influence, of a disgraceful breach of official trust embarrassing his course of proceeding, and of the subserviency of the Council of an Empire to the flattery and cajoleries of an anonymous newspaper, I subjoin some extracts from a Minute by a third Member of that Council, recorded in 1854:—

"The following are the circumstances which have caused me to keep the present papers before me so long. My difficulty arose from that part of the minute of the Most Noble the Governor-General, in which it is proposed, as suggested by Mr. MacLeod, to support Missionary schools by public money where they impart a good secular education, and to

increase the efficiency of such schools by grants-in-aid. The Governor-General admits that this proposal is in violation of the traditional policy handed down to the Government of India for its observance in all matters in which there enters a religious element. Now the originators of this traditional policy were the founders of no less a work than the British empire in India, and of all parts of the work they founded that in which their success has been most striking has been that in which the religious element is concerned. This proposal was also in violation of an unbroken chain of express orders issued by a long succession of Home Governments. Apart from such considerations, the question in itself appears to me momentous. * * * For several weeks after these papers reached me I was much engaged in very heavy business connected with the lately opened Legislative Council. Then it was reported that this measure of grants-in-aid, to which I was so strongly opposed, had been definitely adopted by the home Government; and two months or more ago the report was confirmed by the appearance in the 'Friend of India' newspaper of what was announced to be (as it has since been found really to have been) a full and precise abstract of a Dispatch then on its way out.

"The Education Dispatch alluded to has now arrived in the shape in which it was foretold; and the question of grants-in-aid is now a question determined by the highest authority. * * * It must, I assume, be now accepted as a settled point, that grants of money payable out of the proceeds of the taxes in India in aid of schools affording (amongst other things) secular education, but forming part of religious missions. Neutrality which, it is still maintained, must continue to be one of our principles of government in India. * * * I believe that it will be found a matter of infinite difficulty for the Indian Governments so to distribute and regulate grants-in-aid to mission schools as not to offend, even in appearance (and here the appearance of the thing is of the essence of the political question), against the still recognized principle of religious neutrality; for one of the acknowledged objects, and the greatest object of mission schools, is proselytism. * * * I am firmly persuaded that, unless in practice it be so contrived that all breach and all appearance of breach of religious

neutrality can be avoided, a blow will be struck at our power in India, which in the course of time may prove fatal."

14. It may be useful to consider for a moment the remarks of natives describing, some in their own language, others in English, the present feelings of their countrymen. I therefore quote the following from several letters to myself and others:—

"In several parts of the Bombay Presidency also a hostile feeling was manifested towards the Government; to be justified or not, whether arising from ignorance or wantonness, or from misery and oppression, the rebellion ought to be traced to its real causes, and therefore must be seen in its most distant ramifications, spreading over the whole of the country. All intelligent educated patriots are weeping over the direful calamities the rebellion has produced; a lakh of innocent widows and children starving and without homes; the hundreds of innocent men murdered every day by the soldiery; the burnt villages, the destroyed memorable edifices, the deep shock to the silent progress of civilization, the deep hatred and distrust planted between the all-powerful Governors and the weak poor governed. All this makes a picture miserable enough for them to contemplate. The Indian Press is rabid and proclaims and excites universal destruction of the innocent as well as the guilty. The most inhuman and barbarous, as well as wildest expedients are suggested to damn the natives for ever, and the most shameful falsehoods are used to justify such conduct."

15. Another, writing in August last, thus guardedly expresses himself:—"The sepoys have doubtless been seduced to join the insurgents either by fear of ill-treatment, or by false notions of being Christianized under Government authority, of which they had some indication in the thoughtless proceedings of some officer over-zealous of their faith, who had denounced Hinduism on the parade ground, and in the cantonment before the sepoys."

16. The two following are extracts from letters written by intelligent natives who served under the British Government during several years, and have since risen to high offices, and earned for themselves respect and titles of distinction:—"The villages (near the Sutlej) are full of sedition; I have visited many, and endeavoured to reclaim the inhabitants, reminding them of what your injunction used to be.

I am now an old man, but I remember that my parents taught me that by disregarding certain maxims, a government destroys the walls of its foundation; among these are a breach of faith, and requiring of the people what to them is abomination. I hope you will at once submit these circumstances at the feet of the illustrious Queen of England." This was written and dispatched in April, before any outbreak had occurred.

17. Two months later another wrote in this significant strain:—"I am sorry for the Missionaries. The inflammatory Christian articles in some newspapers, Christianity *versus* Brahminism in the last 'Hurkaru' paper, and such things as a greased cartridge now and then, may sometimes produce such fearful results! These little things may perhaps promote the cause of Christianity, but they evidently do not promote that of humanity, by causing thousands of innocent people to be slaughtered." This touch of satire is excusable from one whose wife and child were among the trembling women during the siege of Delhi, whilst he was four hundred miles off engaged in his public duties.

18. A gentleman who lately came home on leave, and than whom no one in the Bengal service exerts himself more for the proper schooling of the natives, and for their improvement in every practicable manner, told me lately, as an instance of the want of judgment displayed by some officials in the North-West Provinces, that his *locum tenens*, who is also a civilian of several years service, "had actually proposed to the Government to appoint a Missionary to be paid inspector of the Government Tehseeldarree schools."

19. If this were not wrong between a foreign Government and the taxpayers of another religion who entirely support that Government, still the inexpediency of the course proposed by this chief civil functionary of an important district may be seen in the following extract from a letter addressed to the Reverend Scott Porter

There is no doubt, as stated by Mr. Pratt, that the Government Schools are ceteris paribus preferred to those of Missionaries, popular and crowded though many of these latter are. This preference arises, I apprehend, not so much from any supposed danger of conversion (experience having shown that danger to be but slight and

at the end of the last year by Mr. Hodgson Pratt, one of the principal educational officers of the Indian Government:—

"The only natives who send their children to Missionary Schools are those who cannot afford to pay school fees. No man who is tolerably well off will send his child to a Missionary School, and I have scores of times been applied to (unsuccessfully) by the sons of poor men, for a small allowance to save them from the hardship of attending the missionary school, and to enable them to go to the Government institution instead."

remote) as because the instructive staff in Government Schools is generally better paid, and the education given more efficient for the purposes had in view by the Natives. They send their children to School not so much to make them better as to make them richer men in after life. And what they desire are Schools which will lead to the earning of Rupees rather than to the implanting of moral or religious principle. Such (for good and sufficient reasons possibly) are the Government Schools, and such Schools the Natives would no doubt willingly see set up, at no cost to them, in every hamlet. As a mere matter of money, however, the thing is impossible, and a "borrowing State" is compelled to consider, not so much how to gratify every one's tastes and preferences at the public expense, as how it may cause the darkness and dangers of ignorance to be dispelled at the least possible cost.

29. Looking to our chief presidency in India, it is always as well, when considering the real condition of our schools even there, to make allowance for such exaggerations as are stated in very moderate figures in one of its publications, reviewing summarily the present state of Ceylon:

What "publication" is here alluded to and extracted from is not stated. I can only say I know of no such "fallacious Reports" or "vain boastings" in connection with the Schools under this Department.

"The remarkable discrepancy between the actual average attendance and the merely nominal attendance, as exhibited by the admission book, is not a phenomenon peculiar to Ceylon. There is perhaps no place in which it sometimes more strikingly manifests itself than in the metropolis of British India; 1,500 or 1,600 may be report-

ed and boasted of as registered in the admission book, where the actual attendance may not in reality much exceed 600. All such reports are utterly fallacious—all such boastings must be utterly vain."

21. From one of our oldest provinces of Bengal the Inspector of Schools reports in 1855-6, that "Suspicion is still so rife that the mere arrival in a village of my notice, offering a reward to any teacher who will make use of our books, has been in every instance actually sufficient to make the parties shut up their schools, while in others their employers have summarily ejected them." He also states that "the female school in Baraset (a few miles from Calcutta) is in existence, and that is all! The number of scholars is 14 on the books, but the attendance is exceedingly irregular. I did not attempt to visit the Institution, as the prejudices of the people are very strong and unreasonable, and the results of such visits in previous years unfavourable to the cause."

22. It seems singular that an Inspector should at this time of day be pointing out to the Government of India that the prejudices

The two quotations here given are so connected together as to lead to the impression that they are parts of the same Report, and that "suspicion is rife" in Districts in the neighbourhood of Calcutta, or at all events in Baraset. But the reader will probably be surprised to learn that the first quotation is taken from a Report of our earliest proceedings in the province of Behar, while the 2nd quotation is from a Report on the Districts of East Bengal.†*

In this latter Report, and on the opposite page to the one he quotes from, Sir G. Clerk might have found it mentioned that "the progress of Education in Baraset is most encouraging,"‡ and again (same page) "the private Schools in the neighbourhood of Calcutta are numerous and some of them in a very efficient state; I have every where been received with the greatest kindness and requested to repeat my inspection as frequently as possible, even in

* Mr Chapman's Report, page 27, Appendix A. of (published) Annual Report for 1855-56.

† Mr. Woodrow's Report, page 5 of Appendix A. as above.

‡ P. 4 of the above Report.

of the people on such a point "are very strong." And if the signal instances of the subsequent unhappy fate of native females leaving such schools, although conducted in the most benevolent and liberal spirit, were considered to deserve the pains of inquiry, it would be felt that the "prejudices" are by no means "unreasonable."

*Schools whose Managers do not intend at present to apply for Aid."**

And again, in his† Report for the year ending with April last, Mr. Woodrow says, "The Deputy Inspectors are well received. Some of them repeatedly testify to the cordiality with which they are received."

All this does not look like "suspicion being rife." Indeed I have no hesitation in affirming as the result of my experience (quantum valeat) that no fear of forcible or fraudulent conversion through the means of Education prevails in Lower Bengal.—That the usual consequence of Education after the English fashion (whether given by Government or by Missionaries) is to unsettle to a certain extent the belief in such a Religion as Hinduism is known to all. Still, the advantages of such Education are immediate and palpable, the risk of conversion to Christianity remote and improbable—Sensible natives therefore accept the certain advantage and do not perplex themselves with very remote and uncertain consequences.

This is the course I would have a sensible Government take likewise, and this the answer I would have it give to those who say that the people's taxes should not be spent upon any thing which may possibly lead, or may be designed by any to lead, to the people's conversion.

23. An instance of our supercilious disregard of the existing institutions of others, combined with what would be a ridiculous, were it not so dangerous an obtrusion of our own, is to be found in the Commissioner's official report on Pegu, in 1855-6 Thus,

"Although the revenue system, if such it can be called, which existed under the Burmese Government, was extraordinarily clumsy, yet it was not oppressive, and appears to have suited the people, and to have been acceptable to them. The great bulk of the people had abundance of food and clothing, and generally comfortable houses.

† P. 4 as above.

* See App. A.

"Throughout the province, as elsewhere in Burmah, the great majority of the people are taught to read and write their own language in the Buddhists monasteries. There are few villages without one of these establishments. The Phoongees or monks are supported by the alms and offerings of the people, and are the national school-masters.

"Female education is by no means uncommon. Girls are taught in private schools by lay masters, or by women who have taken religious vows. They would not be admitted at the monasteries."

Then comes our onslaught preparatory to a large amount of self-laudation.

"Normal schools have been commenced by the American Baptist Missionaries at Rangoon and elsewhere.

"The (British) Government have made a donation of 2,000 Rupees to the Rangoon Normal School (Missionary).

"The Reverend Mr. Simons, a Missionary belonging to the American Baptist Mission at Prome, visits that Jail (British) on each Sunday, and discourses with the prisoners (Natives). He informs me that he has hopes of having effected good among them."

24. Now, this is an unjustifiable proceeding towards helpless confined prisoners of another persuasion, whose own priests, if attempting to enter the jail, would have a bayonet at their breasts in an instant. Moreover, escaped convicts are sure, sooner or later, to retaliate this endurance of any degree of suffering beyond that which may have been judicially awarded.

25. When there ensue bloodshed and anarchy, such as prevail now in India, it is not the American government which feels the degradation and insult that are hurled by indignant masses at the public authorities.

26. Jail discipline, it must be admitted, has scarcely had a commencement in the province of Pegu. During the year 1853, outbreaks, almost simultaneously, occurred in every jail in the province. In these, numbers of lives were sacrificed. This result was unavoidable, for the prisoners made desperate attempts to escape, and in many cases possessed themselves of the arms of their guards.

27. The official records show that these outbreaks also occurred

in jails in some of our oldest districts in India, that experienced Magistrates have pointed out the difficulty of conforming to "circulars" for overcoming certain caste prejudices without disturbance; but the Government appear to have known so little of the people of India, that they have persevered with no better support than the sympathising native infantry.

28. An allusion to this precipitate innovation in jail discipline in the eastern side of India will be found in the accompanying extracts from a paper presented some months ago to the Court of Directors, but which has not, I believe, been sent by them to the Board, by a very intelligent native, who filled the appointment of Persian Moonshee or Secretary in the office of three Governors General up to the year 1845, and who is now in the service of the royal family of Oudh, of which province he is a native:—

"Then a system of examination as to the pupil's knowledge of the administrative laws was introduced, forming the only standard by which Indians could acquire appointment or obtain promotion. A mere inspection of the rules to be observed in going through these examinations will suffice to convince any one that nothing could be more preposterous, nothing better contrived to ensure the rejection of young men of talent and industry, and the passing of dull-headed obtusé-witted youths, in whom memory supplied the place of genius. Hence diplomas were showered down upon sons of khidmutgars (table waiters), illegitimate sons of Europeans, half-castes, &c., who, in consequence, were elected to fill offices of trust to the exclusion of Indian gentlemen of birth and education. Is it then to be wondered at if the latter should feel convinced that it was the fixed purpose of the Indian Government to degrade them? * * * The consequence of depriving Indian gentlemen of their influence and authority was not only that they lost the respect of the ryots, but also that these latter no longer regarded Europeans with any degree of deference. * * * * While such was the state of estrangement existing between the Indians and their rulers, the preaching of Missionaries was encouraged and countenanced by many of the official authorities, and, in some instances, as for example during the time of the late Lieutenant-Governor, Mr. Thomason, most of the English began to coerce their servants in this

matter, and were in the habit of inviting Missionaries to their houses for the purpose of preaching to and exhorting the domestics, a practice which would have led to very serious consequences, had not Mr. Thomason interposed his authority to prevent its continuance.

"A short time after this the Inspector General of Jails issued an order for the beards of all prisoners to be shaved, an operation which, it is well known, is forbidden by the Mahommedan religion; and yet, notwithstanding this, the command was carried into execution by force. Directions were likewise given that the dinners of the Hindoos and Mussulmans should be cooked together. This also gave rise to serious disturbances, ending in bloodshed and murder.

"The laws which were enacted on the subject of inheritance were carried into effect, notwithstanding they were utterly repugnant to the principles both of the Hindoo and Mahommedan religions; thus, for instance, the Supreme Court of Madras compelled the wife and children of a convert to live with him, although they and their friends protested against it, and did everything in their power to avoid committing what they considered a heinous sin.

"Another source of great mortification to the natives was the enforcement of the regulation touching the re-marrying of Hindoo widows.

"All these circumstances had the effect of convincing the Indians that it was the intention of the Government to proselytize them. * * * * * * * * * It has been very justly remarked that for the stability and prosperity of her Indian empire England has been chiefly indebted to the wise counsels of her early Governor Generals, assisted by the suggestions of their Indian advisers, and that her greatest acquisitions were made by prudence, political sagacity, and astuteness, rather than by military prowess—force being considered by them as a secondary agent only, a mere subsidiary power. The course now adopted is the very reverse of this,—might being considered as the only lever of Government; and every appearance of a mild and parental authority is done away with, by the employment of physical force. To this must be attributed the dissatisfaction which for years has been gradually spreading throughout India, and which has at last found a vent in the recent mutinies."

29. With regard to the Bombay Presidency, I shall only briefly refer to the reports of examiners in 1855-6.

30. The report of Mr Anderson, the examiner of the "Poona College," dated 26th of December 1855, states, "that men who are to be instructed in the higher branches of (English) literature have not acquired the elements of the language.

"The defects in elementary scholarship are manifestly of long standing, and I do not see how they are to be remedied, unless the studies of the College departments are for a time suspended, whilst exclusive attention is paid to orthography and the cultivation of a simple and genuine style

31. The gross defects and impostures of this system of education are shown in the chapters of the detailed reports of the examiner, Captain Cowper, dated 11th and 13th March, 1856, under the following and other heads:—

"The existing system of education calculated to impart very superficial education—Frauds practised at previous examinations.—Objectionable system of revising studies immediately before the examination.

"The defective stipendiary system, which has admitted of wholly unfit persons having for many years past retained stipends professedly granted to ability.

"Efficient tuition incompatible with the irregularity of attendance which has prevailed, and with the manner in which the class rolls have been kept

"No sufficient check hitherto on misappropriation by subordinates of the fees collected

"The want of books, writing materials &c. an obstacle to study and improvement

"Necessity of closing the College during the night."

And in his report of the 11th March generally, especially paragraphs 8, 10, 12, 13, 17, 22, 27, 35 and 44.

32. Also see paragraph 46, in his report of 13th of March, for proof that at the "Elphinstone Institution" in Bombay the grossest deceptions are palmed off on those who are intent on bestowing encomiums for most satisfactory results.

Also Captain Cowper, in a memorandum dated last July, states :— "In December, 1855, I was appointed to examine the vernacular classes of the chief educational institution in the Deccan (the Poona College) and to ascertain the system of instruction generally pursued and the discipline preserved thoughout the classes, noticing in a separate letter anything on these two last points requiring alteration and reform.

"My examination and inquiry lasted thirteen days, and it took me nearly six weeks to prepare the two reports, which I eventually forwarded to the Director of Public Instruction. In those reports I showed :—

"That the previous statements published year after year had been palpably incorrect and untrustworthy.

"That some of the essays, &c., previously declared first-rate, rewarded with prizes, and published as specimens of the ability of the students, had been copied *verbatim et literatim*, not merely from books, but actually from the *class-books in use* during the preceding term in the Institution.

"That there had been besides the above, a regular system of cramming for each examination (called 'revision of studies'), which when rendered useless by my declining to examine the students in the precise chapters pointed out by the Principal, and laid down in what was called the 'programme,' disclosed entire ignorance of the *very rudiments* on the part of those set down for examination; many of them in the very highest branches of study, and previously (*i. e.*, at previous examinations) moreover declared proficient in them: for instance, a student said to have mastered the differential calculus, failed hopelessly in decimal fractions.

"That most of the English classes of the school branch were professedly taught by persons themselves requiring instruction nearly as much as the lads placed under them.

"That a great portion of the time of students thus lamentably deficient and crammed had been taken up with lessons on political economy and other subjects of a like nature, of the real meaning and spirit of which they had not the shadow of an idea.

"That the attendance had been incredibly irregular, and that attend-

ance rolls had been *made up* for the occasion on the direction of my inquiry becoming apparent.

"That the Principal for years and years had never seen the Institution after nine in the morning, and during the hours of study of the great majority of the classes: entire absence of discipline, order, and decorum having of course resulted.

"That the boys had been allowed to meet and sleep at night in crowds in the huge old native palace set apart for College uses, without *any supervision whatever*, and consequently misbehaved just as might have been expected.

"That most of the students in the College division could not spell or write two consecutive lines of English correctly, though set forth in previous years as the authors of 'excellent essays, &c.'

"That even *after my examination* those specially condemned by me had been rewarded by the Principal.

"That the stipends especially declared the reward of ability had been awarded in a large number of cases to the *very worst students*.

"That while native assistant professors and native teachers had always attended and taught for five or six hours daily, the European professors had done so for about half the time only.

"That my examination and inquiry had been carried on in the teeth of the Principal's remonstrances and written protest against that which he termed a 'visitation,' and said could not have been intended, and had not been carried out by the other examiners associated with me."

23. The Madras Government is by no means free from the danger of insurrection against vexatious administration. Signs of open disaffection have as yet been suppressed. This is owing, amongst other things, to much vigilance, generally speaking, on the part of the civil functionaries, and to the exact discipline which universally characterizes the regimental officers of the Madras army. In its distribution also no measure has been adopted so imprudent as that of congregating permanently several native battalions at Barrackpore, in Bengal, on one bank of the river, without any European troops near them, and having on the opposite bank the active Missionary establishments and Press of Serampore, from which, when rebellion ensued, there very soon came an application to the Government for European troops to protect

it. Thus when officers of the Government distributed religious tracts to the sepoys of the 34th Regiment of native infantry, that regiment communicated discontent and disaffection to the 19th, and so on.

34. The following circumstance, stated in a letter from an officer of rank and experience who commands a large body of troops in the Madras Presidency, is worthy of notice, as an illustration of the costliness of the European luxury of a free Press, when indulged by a despotic government in Asia. "My native officers came to me and said, 'Our men are all right and loyal at present, but if the newspapers of this free native Press are allowed to circulate among them, we cannot answer for consequences.'"

35. This year opens at Madras with a grant of 1,800 Rupees to meet the expenses of an examination for Bachelorships of Arts in the new University for natives. Surely the money might at present have been laid out in a manner more conducive to the welfare and more just to the expectations of the tax-payer

36. But even a new University, or any other new institution under any other new name, could have no terrors, but probably some attractions for the natives, if discreetly conducted. With management and patience, no one deserving their confidence ever encountered aversion, when introducing innovations unconnected with religion.*

* A month before the rebellion in the Meerut District in May last, a memorial from upwards of a thousand of "the most respectable and influential Parsees, Mahomedans, and Hindus of Bombay," was presented to the Government complaining of a breach of faith, in the terms of the following extracts from their manifesto:—

"Ever since the formation of the Native Education Society in 1823 24, Government had on many occasions pledged itself to the principle of religious neutrality in all its acts relating to the diffusion of education amongst the native inhabitants of this Presidency, and moreover to prevent the introduction of religious books and religious instruction in schools established under its sanction or countenance.'

They then refer to the fundamental regulation which provides for the exclusion of religious books from the schools, and they observe:—

"Our countrymen have from time to time contributed large sums of money in furtherance of the cause of native education, under the assurance that Government would adhere strictly to the principle of non interference to which it had pledged itself."

They proceed to specify the "class books which have been prepared expressly for the use of, and are therefore adapted for children professing the Christian religion. Each book has its quota of religious lessons, which forms one of the principal features of it, and is introduced in these school books for the express purpose of imparting religious education,"&c. &c.

The result was, that the Government had to order the Director of Public Instruction "to prohibit the teachers in the Goverment school from teaching or

37. I apprehend that the Statesman who set the press free in India trusted that his successors would pursue the same upright course of conduct towards the people in respect to religious feelings that had established the British Government in the exercise of stronger paramountry than any of our predecessors within historical limits had dared to assert. In so sound a condition of our sway such effusions as the following extract from a published work of much pretension, issuing from the Calcutta press, might have proved harmless enough; but under the altered circumstances which have substituted distrust for confidence, and disaffection for loyalty, it is calculated to excite hatred of our inconsistency, and contempt for our overweening presumption:—

"The Camp has been planted and the position of the Christian army made good. The battle has begun, and the various bodies of troops have had their several positions assigned to them; the translators with their heavy batteries of bible truth; the tract writers with their light field guns; the active cavalry of itinerators; the preaching battalions of foot, and the little band of Christian sepoys, are all engaged in subduing this vast continent to the obedience of Christ. If the work be carried on, what *must* be the end? The Lord gave the word, great is the company of the preachers. Shall not kings of armies flee apace, while they that tarry at home divide the spoil and share the joy of victory?"

38. Now the British law to which the natives of India, rich and poor, in trouble and in sickness, under considerate patrons or under hard masters, had ever clung with feelings of satisfaction and perfect confidence, was that which solemnly guaranteed to them their "privileges

reading the lessons complained of by the memorialists." And thus they and the native community in Bombay have been relieved for the present of their apprehensions arising from the covert designs of converting them through means of religious doctrines conveyed in "the Scotch series of reading books for schools."

It is inconceivable how any body of public servants, well acquainted with the letter and spirit of their written engagements with this and similar institutions in India, could have indulged a hope that we could possibly hold our own in any degree of security if pursuing measures which stamp our administration so unmistakeably with an inconsistent faithfulness and undoubted character. Such are the evil measures from which arise the most serious obstacles to the real progress of the people of India.

(Signed) G. C.

and immunities," and "protection in the free exercise of their religion," a law which was promulgated, not only from a sense of justice towards an ancient people, but to secure British dominion in an influential position in the country. Similar assurances were reiterated from time to time, whenever it was found to be indispensable, during many a march in advance.

39. It would have been better, when contemplating the means of introducing our religion among the people of India, to have remembered that our first great conquest there comprised a population of nearly thirty millions, and that it was in order to retain it safely under British dominion that the temptation to misuse the direct influence of the Government for promoting the progress of Christianity in opposition to the religious doctrines of its several races was not allowed to be indulged. The attempt would, in fact, have soon been followed by the foreigners being driven into the sea. The extent of our dominion in India, and the number of inhabitants subject to it, are now more than fourfold that amount. But still the treasury is not rich enough, the British army is not big enough to hold out the least hope that a method of conversion so inappropriate and rash would be attended with less disastrous results. The existing state of distrustful and hostile feeling in India, arising primarily from the proselytizing spirit in which education has been conducted and favour vouchsafed by Government officers, sufficiently testifies this.

40. Then with regard to the medium through which to impart our knowledge. The attempt to diffuse among the many millions, now become so poor that for the most part they have scarce a waking moment to spare between labour and starvation, a foreign language which is to them a most difficult one, must end in failure, and (excepting the few who by such means obtain employment in the Government) in resentment.

41. In the pride of power, or in the littleness of prejudice, or in the trusted efficacy of British bayonets, some superintendents of English education in India are apt to err through their declining to inquire, or their aversion to acknowledge, not only the degree in which the liberal arts and sciences flourished there several centuries ago but the actual condition of the mental cultivation and intelligence of

some of the natives in modern days. In fact, the signal mistake made in dealing with this important subject of education in India has been, in my humble opinion, that self-complacent disregard of the real disposition of the native mind amongst their own educated classes, in their reverence for their ancient literature, and in their tenacity to retain it.

42. In conclusion, I would recommend that in future, the following points should be carefully attended to, in regulating our educational measures in India:—

1st Not only to restrain the present erroneous system of insidious attempts at conversion by means of schools professedly secular, but to prevent the threatened display of still greater indiscretion, prompted by that feeling of immunity from further retaliation which is imparted by the late arrival of 50 000 additional British troops, and the belief that twice as many more will be promptly supplied as soon as asked for.

The Punjab "Circular," suggesting reliance on the Missionaries for providing native officers to conduct the administration, which was published when the large reinforcements were known to be coming, and the late meeting in the island of Bombay, held by some of the chief authorities in the Government, on the arrival there of the 71st Highlanders and the 18th Royal Irish, for "the evangelisation of the heathen by a mighty effort of zeal," are proofs either that moderation ought to be prescribed, or that the attention of the War Office should be directed to the necessity for raising and dispatching many additional regiments.

2dly. To emancipate the Missionaries from all connexion and entanglement in Government measures, in order that they may continue to be at least respected by the natives of India, as they formerly deservedly were throughout that country, even during any sudden outrage perpetrated against district authorities.

3rdly. To discontinue the practice of appointing Civilians or others properly belonging to the civil or military administration, to conduct any of the departments of education. When so engaged, they are themselves in a transition state. They are looking for promotion in departments quite unconnected with education. They are therefore eager for immediate distinction in the sphere in which they find themselves temporarily placed. The rose-coloured reports of their subordinates feed the desire. If one portion of a community shows signs of dissatisfactions with the obnoxious character of the proceedings, the zeal of some benevolent or time-serving individual who takes the part of the authorities is warmly recommended to the Government, and a "handsome present" is sanctioned in order to make manifest the favour of the rulers. Instead of this hollow discipline, England and India ought to provide all servants in the educational departments high and low, unconnected with the military, civil, or clerical branches of the administration. In the higher offices especially qualified men should be found, and such men, when superintending or conducting scholastic institutions will not fail to feel that it is the highest merit to labour continuously in the good cause of thorough teaching, not seeking applause by means of report

as must be the case where the provision for the Master is limited to a salary of from Rupees 20 to Rupees 30 or Rupees 35 per mensem."

33. The report of this Office was as follows; and it will be the more useful to insert it here, as it contains a concise account of the chief measures now in actual operation for the promotion of Vernacular Education among the lower classes:

No. 2296.

To

C. T. BUCKLAND, Esq.

Junior Secretary to the Government of Bengal,

The 10th September, 1858.

Sir,

"I have the honor to acknowledge the receipt of your letter No. 1363 dated 16th ultimo forwarding Extract of a Dispatch, and calling on me 'to report on the best method of administering the grant-in-aid Rules as suggested by the Hon'ble Court, and especially on the views expressed by them regarding the formation of a plan of Vernacular instruction for Bengal.'

"The most important part of the Dispatch in question is contained in para. 10, here quoted* for facility of reference.

"I confess I was hardly prepared for the opinion thus conveyed to me. For in a Dispatch received less than a year ago the Hon'ble Court were pleased to observe, under the head of 'grants-in-aid of the establishment and maintenance of Anglo-Vernacular and Vernacular Schools:' 'We notice with much satisfaction the desire shewn by the landowners and the inhabitants of towns and villages in many parts of Bengal to extend and improve the existing means of Education and the readiness manifested to take advantage of the aid of Government for the promotion of this object.'

* "We are not altogether satisfied with the manner in which the system of grants-in-aid has been administered in Bengal, and we entertain serious doubts whether it will be practicable to base on that system, as carried out under the provisional rules adopted with your sanction, a general plan of popular Education. This indeed was not our purpose in originally sanctioning the principle of grants-in-aid. The Institutions which we had specially in view, as coming within the scope of the system, were those for promoting Education of a higher order. As regarded Vernacular Education for the great mass of the people, we contemplated for Bengal the formation of some such plan as has been instituted in the North-Western Provinces, by which, with the liberal aid of Government, a general scheme of Education might be brought into operation, without the necessity in the case of such school on the one hand of canvassing for local support, and on the other of applying for a grant from Government."

"'The assistance of Government seems to have been afforded for the most 'part in general accordance with the rules laid down under your orders 'for regulating the system of grants-in-aid.' And then followed a suggestion for a more indulgent construction of the Rules in the case of *Vernacular* as distinguished from other schools with a view, apparently, to bringing more of the former within the scope of the grant in-aid system.

"The Education Dispatch of 1854 also lays down (para. 57) that this system is to apply alike to *all* Schools and Institutions, whether male or female, Anglo-Vernacular or Vernacular, and that, while it can be applied without difficulty to the higher class of schools where English is taught, it will 'also at once give assistance to all such Anglo-Vernacular *and Vernacular* schools as impart a good elementary education,' adding that such schools are at present inconsiderable in number and in need of great improvement.

"If I rightly interpret the present Dispatch as implying a desire to give few or no grants in future to elementary Vernacular schools, it would be most desirable that this should be generally made known as soon as possible. And, if it be thought that sufficient measures are not being taken of the kind instituted in the North Western Provinces, it will, I presume, be my duty to submit a scheme for an extension of operations in that way.

"Before adopting either of these courses, however, it may be interesting to record very briefly what has actually been done and proposed under both the grant-in-aid and the North Western Province systems.

"The number of grant-in-aid schools in actual operation on the 1st of May last (the latest date for which we have complete Returns) was as follows; and I may mention that these schools have done much to stimulate and develope a desire for education and a 'spirit of reliance upon local exertions and combination for local purposes,' such as is referred to in para. 52 of the Education Dispatch as being 'of no mean importance to the well being of a nation.'

Zillahs in which Aided School are situated.	English Schools.				Anglo Vernacular Schools				Vernacular Schools.			
	Number of Schools.	Amount of Monthly Grant.	Number of Pupils.	Monthly cost to Government of each Pupil.	Number of Schools.	Amount of Monthly Grant.	Number of Pupils.	Monthly cost to Government of each Pupil.	Number of Schools.	Amount of Monthly Grant.	Number of Pupils.	Monthly cost to Government of each Pupil.
Dacca,	1	66.0.0	185	0.7 1	7	162 0 0	162	0 5.7	3	112 8 0	220	0 8. 4
Barasut,	0				4	107 0 0	370	0 4 7	3	25 [illegible] 0	57	0 7. 1
Pubna,	0				2	105 10	181	0 9.3	1	11 0 0	34	0 1. 3
24-Pergunnahs,	1	90.0 0	115	0 12 1	10	533 0 0	1152	0 7 5	18	254 0 0	1237	0 3 8
Beerbhoom,					1	37.0.0	79	0 [illegible]	1	19 0 0	78	0 3.10
Calcutta,	2	500.0.0	150	[illegible]					2	37 0 0	202	0 3. 0
Dinagepore,									3	52 8 0	1[illegible]	0 3 10
Backergunge,					5	122 0 0	251	0 7 9	1	15 0 0	28	0 8 6
Jessore,					3	19[illegible] 0 0	206	0.14 10	[illegible]	42.0.0	113	0 5 11
Chittagong,	1	40 0 0	60	0 4 0								
Howrah,	2	150.0 0	274	0 8 3	1	87 0 0	327	0.4.4	1	30 0 0	20	1.8 0
Hooghly,	1	150 0 0	232	0 10 4	18	914 0 0	2353	0.6 2	29	409.10.0	1676	0.3.10
Sylhet,	2	150 0 0	216	0 11 1	2	31 0 0	60	0 7.11				
Bhagulpore,	1	100 0 0	100	1 0 0								
Rungpore,	1	180 0 0	102	1 12 4	2	60 0 0	90	0 10 8	3	80.0.0	122	0.3.11
Bograh,	1	60.0 0	91	0 10 8								
Burdwan,					2	115 0 0	166	0 11 1	15	190 8.0	981	0 3. 1
Nuddea,					4	230.0 0	502	0 7 3	10	150.8 0	868	0 2 10
Bancoorah,					5	225 0 0	57[illegible]	0.4 8	5	52 0 0	306	0 2. 8
Mymensing,					1	25 8 0	50	0 9 1	2	20 0.0	55	0.5 9
Midnapore,					2	155 0.0	227	0.10 11	5	64 8.0	337	0.3. 0
Furreedpore,					4	75 0 0	147	0 8.1	[illegible]	86.0.0	400	0.3. 5
Moorshedabad,					1	25.0 0	91	0.4 4	2	29 0.0	168	0 2.3
Cuttack,									3	32 0 0	72	0 7 1
Rajshye,									2	38.0 0	81	0.7. 6
Schools for the Kacharees in Zillah Durrung,									10	50 0.0	267	0 2.11
Schools on the Khasseah Hills,									15	50.0.0	286	0 3. 4
Grand Total,	13	1780 0.0	1571	1.2.1	74	3209 8.0	7265	0.7 0	141	1820.2 0	7791	0 3. 8

" The other measures for promoting popular Education now in operation are the following :

" Government Model Schools in the following Districts

In Hooghly 6 Schools, costing in all ..	329	12	8	per month.
Burdwan, 5 ditto, ...	319	[illegible]	5	ditto.
Nuddea, 5 ditto, ...	315	5	1	ditto.
Midnapore, 6 ditto, ...	287	7	9	ditto.
Chuprah, 9 ditto, ...	55	0	[illegible]	ditto.
Shahabad, 7 ditto, ...	38	10	0	ditto.
Patna, 11 ditto, ...	67	2	5	ditto.
Behar, 15 ditto, ...	86	3	2	ditto.
Monghyr, 9 ditto, ...	59	8	11	ditto.
Bhaugulpore, 7 ditto, ...	39	6	[illegible]	ditto
Dinagepore, 9 ditto, ...	185	[illegible]	10	ditto.
Bograh, 9 ditto, ...	182	3	8	ditto.
Rungpore, 9 ditto, ...	216	6	1	ditto.
Bancoorah, 2 ditto	39	13	11	ditto.
Balasore 1 ditto, ...	17	1	1	ditto.
Cuttack, 2 ditto, ...	49	7	2	ditto.
Pooree, 1 ditto, ...	16	4	11	ditto.
Beerbhoom, 1 ditto, ...	18	7	10	ditto.
Maldah, 2 ditto, ...	45	10	1	ditto.
Moorshedabad, 2 ditto, ...	47	15	[illegible]	ditto.
Baraset, 2 ditto, ...	58	0	0	ditto.
Jessore, 1 ditto, ...	13	2	11	ditto.
24-Pergunnahs, 2 ditto, ...	40	0	0	ditto.
Mymensing [illegible] ditto, ...	79	5	4	ditto.
Gowhatty, 11 ditto, ...	129	2	8	ditto.
Kamroop, 2[illegible] ditto, ...	201	6	1	ditto
Durrung, 10 ditto, ...	8[illegible]	8	0	ditto.
Nowgong, 12 ditto, ...	89	0	[illegible]	ditto
Luckhimpore, 7 ditto, ...	116	0	0	ditto.
Sibsagor, 9 ditto, ...	76	0	0	ditto.

" Circles of Indigenous Schools under improvement as follows :

In the 24-Pergunnahs 23 Circles including 62 Schools costing altogether Rs.	31[illegible]			a Month
In Baraset, 20 ditto, 60 ditto	300	0	0	ditto.
Dacca 11 ditto, 32 ditto	165	[illegible]	0	ditto.
Jessore, 1 ditto, 4 ditto	15	0	0	ditto.

"Teachers paid by Government are employed in the following districts to travel about among the Indigenous Schools and instruct and improve the Teachers.

In Patna, 2 teachers	at a cost of Rupees	40	0	0	a month.
,, Shahabad, 2 ditto	ditto, ...	40	0	0	ditto.
,, Sarun, 2 ditto	ditto, ...	10	0	0	ditto.
,, Gyah, 2 ditto	ditto	40	0	0	ditto.
,, Monghyr, 2 ditto	ditto, ...	40	0	0	ditto.
,, Bhagulpore, 2 ditto	ditto, ...	40	0	0	ditto.

"In certain Districts of Assam payments are made to such of the Indigenous Teachers as succeed in improving their Schools under the auspices of the Department, at the rate of one Rupee a month for every ten boys under instruction, viz.

In Goalpara at a total cost not exceeding Rs.	20	0	0	a month.
Kamroop, ditto, ...	75	0	0	ditto.
Durrung, ditto, ...	45	0	0	ditto.
Nowgong, ditto, ...	15	0	0	ditto.
Sibsagur, ditto, ...	60	0	0	ditto.
Luckimpore, ditto, ...	30	0	0	ditto.

"For rewards to Indigenous Schools, according to the North West Provinces plan, the following sums have been sanctioned.

For Zillah Nuddea ....Rs.	37	8	0	a month.
ditto Burdwan, ...	37	8	0	ditto.
ditto Hooghly, ...	37	[illegible]	[illegible]	ditto.
ditto Midnapore, ...	37	8	0	ditto.
ditto Patna, ...	45	0	0	ditto.
ditto Sarun, ...	45	0	0	ditto.
ditto Shahabad, ...	45	0	0	ditto.
ditto Gyah, ...	45	0	0	ditto.
ditto Bhagulpore, ...	45	0	0	ditto.
ditto Monghyr, ...	45	0	0	ditto.
ditto Kamroop, ...	500	0	0	for 1 year only.

"For Vernacular Scholarships, as rewards to the most promising pupils of Vernacular Schools, and as a means of enabling them to prosecute their studies in Normal or other more advanced Seminaries, as follows:

In Zillahs Midnapore, Hooghly, Burdwan, Nuddea, Dacca, Jessore, Barasct, 24-Pergunnahs, Rungpore, Dinagepore, Bograh, Nowgong, Luckimpore, Kamroop, Goalparah, Sibsagur, Durrung, Bancoorah, Moorshedabad, Beerbhoom, Rajshye, Bhagulpore, Monghyr, Behar, Shahabad, Chuprah, Patna, Mymensing, Sylhet, Furreedpore, Pubna and Burrisaul.	Ten Scholarships every year in each District at a Cost of Rs. 4 each per mensem.

"I will not take up time by mentioning Normal Schools, Vernacular Libraries, measures for publishing and distributing books, and so forth, as I am not sure to what extent these measures of ours may resemble those adopted elsewhere, and because such measures as these would naturally form a part of *any* system, whether preference be given to that of the North Western Provinces, to the principle of the grants-in-aid, or to the existing combination of both.

"Nor need I refer otherwise than very briefly to measures which have been proposed but not sanctioned,* though I am bound to observe that

* For example.

1. Mr. Pratt's proposal to introduce the "circle" School system into Moorshedabad, Maldah, Rajshye, Beerbhoom, and Midnapore, recommended in April 1857, but no orders yet issued by Supreme Government though they were again solicited in August 1857.

2. Proposal for Model Schools, rewards, &c. (on N. W. P. plan) for the 3 Cuttack Districts sent up in March last, still under Supreme Government's consideration.

3. Proposal to increase the efficiency of Model Schools in Assam by graduation of salaries, sanctioned by Bengal Government, but disapproved (in August 1857) by Government of India.

4. Special aid solicited to a number of Female Schools got up by Pundit Ishwar Chunder Surma. Aid refused by Supreme Government in May last unless in accordance with grant-in-aid Rules.

5. Proposal for 24 Female Model Schools, sent up in June last. No reply yet received.

6. Proposal to have a Reader and Curator for Vernacular books and periodicals at Rs. 250 a month. Disapproved "as being extravagant" by the Supreme Government in May last.

7. Proposal to extend the system of Vernacular book depôts to Dacca, Burrisaul, Furreedpore, and Pubna. Refused by Bengal Government under the Court's orders restricting expenditure.

8. Mr. Woodrow has long wished to apply for Model Schools, &c. on N. W. P. plan for his Districts; but we have been withheld by the orders of last year and this year for restricting expenditure, and by the absence of orders on other similar proposals.

the withholding of sanction in the greater number of these cases was not calculated to lead to the belief that the Government was desirous of giving greater scope to Educational measures *unconnected* with the grant-in-aid system.

"To obviate any possible misunderstanding I would mention that what is said in the Dispatch under notice as to the doubtful practicability of 'basing on the grant-in-aid system, as carried out under the provisional (i. e. the present) Rules a general plan of popular Education' is fully understood and admitted in this department.*

"We have looked upon the grant-in-aid principle as one to be made use of 'wherever† it is possible to do so,' and to be made in due time and as far as practicable the pivot of the whole system, and we appreciate, I trust, the financial and social advantages with which, as the Education Dispatch points out, it will be attended; but we are aware that its successful development must be slow and gradual, and all are I think agreed that under the present rules at least it will never achieve much success. Hence it has been our object, while encouraging a spirit of self-education and self-reliance wherever it showed itself, to omit no means of advancing the cause by the more direct agency of Government, especially where such means had already been sanctioned and tried in other parts of India. But while the majority of our proposals with this view have been sanctioned by Government, others have not been so fortunate, and others again, especially within the last year or so, we have not ventured to urge in the face of the Notifications prohibiting all avoidable increase of expenditure.

"I feel some doubt as to whether, in 'contemplating for Bengal the formation of some such plan as has been instituted in the North West Provinces, the Hon'ble Court have had in view the '*Hulkabundee, system*' as part of such plan. In the *Memorandum of Improvements in India*, lately published in England by authority, it is said that the village Schools of the North West Provinces 'did not improve as had been hoped', under the scheme of 1848, and that a 'new plan was accordingly devised, with the best prospects of success, to meet the wants of the agricultural population. This is the establishment of *Hulkabundee* or circle Schools.'

"From this it is to be inferred that these Schools are the part of the North West Province system regarded with most favor. But it must at the

* See the letter containing my own opinion and that of the Inspectors to this effect, as printed at page 21 of my last Annual Report.

† Education Dispatch, para. 61.

same time be borne in mind that in their Dispatch of 1st October, 1856, para. 41,* the Hon'ble Court seemed rather to wish that a plan of popular education based upon the grant-in-aid principle should have a 'fair trial.' And this, I need hardly here repeat, it has in my opinion never yet had.

"It is perhaps worth considering whether the Hulkabundee system differs materially *in principle* from that of grants-in-aid as the Lieutenant Governor would administer it.† In both cases the expense of small cheap Vernacular Schools would be borne equally by the State and the people of the locality. Whether the latter make up their quota entirely by an assessment on landed holdings, or by any other local rate, or by charitable subscriptions, or by Schooling fees, or (as would usually be the case) partly by one plan and partly by another, does not affect the *principle* at work.

"I have thus endeavoured simply to put the Government in possession of the actual facts of the case as they at present stand, without obtruding upon it opinions, recommendations, or comments. If the highest authority, having before it these facts, now decides that too much prominence has been given to grants-in-aid and too little to other measures such as those of the North Western Provinces, I have not one word to say against that decision. Considering that we are now in the fourth year of our operations and that the cause of Education has seriously suffered from the protracted discussions and differences of opinion which, of necessity perhaps, beset questions of this kind, I shall be only too happy to receive definitive instruction as to our future course; and to learn that the Government is prepared to sanction an increase of expense in any shape on account of popular Education.‡ And I beg therefore to be informed

* Mr. Gordon Young is of opinion that the system of Hulkabundee or Circuit Schools, the operation of which is exhibited in the interesting letters of Mr. H. S. Reid is not at present applicable to Bengal, [illegible] larger contribution may be expected from voluntary subs[illegible] payments of the Scholars than would be raised by the levy of such a [illegible] rate as exists in many Districts of the N. W. Provinces. It certainly seems desirable that the course adopted after full consideration for promoting popular Education in Bengal should have a fair trial. At the same time, as it may hereafter prove desirable to adopt in whole or in part, the system introduced in the North Western Provinces, we approve the desire expressed by Mr. Young to be kept fully informed of its progress and of the success which may attend it.

† i. e. recognizing School fees as a source of local contribution to Vernacular Schools.

‡ It would perhaps hardly be proper for me here to refer to a Dispatch by the Earl of Ellenborough lately presented to Parliament in which a plan widely differing from this is advocated, viz. the Education "of the higher classes first, by founding Colleges for them exclusively."

whether the Government desire that I should now submit a plan for the further extension of the system of Model Schools, Rewards, Pergunnah Visitors &c. to all or any of the Districts in the Lower Provinces, and whether I may make it known that the grant-in-aid system is, as a general rule, not to be applied in future to any but 'Schools for promoting Education of a higher order' than those intended for the mass of the people.

"I may perhaps be permitted here to explain, with reference to para. 21 of the Dispatch under report, that the opinion of the Lieutenant-Governor there adverted to was embodied in a Circular of this office so long ago as May 1857, in which it was stated that grants would be refused to English Schools unable to provide a salary of at least Rupees (80) eighty a month for the Head Master.

"The term 'Anglo-Vernacular' School is now, as you are aware, restricted to that class of Vernacular Schools in which some English is taught *as a language only*, that is, where English Grammar, translation &c. are taught as French is taught in Schools in England, instruction in Geography, Arithmetic, and all other subjects being imparted in the Vernacular."

84. This letter was forwarded to the Supreme Government with the following Minute, by the Lieutenant-Governor of Bengal, —(dated 1st October, 1858.)

"On the 14th July last, the Hon'ble the President in Council transmitted to me the Hon'ble Court's Dispatch* in the Education Department, No. 74, of the 26th May, 1858, specially calling my attention to the observations regarding Vernacular Schools, in paragraphs 18 to 21 of the Dispatch.

"2. These observations appear to me to point to contemplated radical alteration of system as to grants-in-aid. 'We are not altogether satisfied,' say the Hon'b[illegible] h the manner in which the system of grants-in-aid has [illegible] ed in Bengal, and we entertain serious doubt whether it will be practicable to base on that system, as carried out under the provisional Rules adopted with your (the Government of India's) sanction, a general plan of popular Education.' I read these words as importing that the Hon'ble Court consider, not that I have erred in my method of acting under the Rules, but that the Rules themselves are erroneous; and that, under those Rules, it is doubted by the Hon'ble Court if a general plan of popular Education can be carried out. That is

* Hon'ble Court's Dispatch on the proper basis of a general plan of popular Education No. 74, of 26th May, 1858.

to say, the Hon'ble Court, as I understand their Dispatch, desire to see a general plan of popular Education carried out, but doubt if any such plan can be carried into effect under the grant-in-aid Rules sanctioned by the Government of India on the 6th July, 1855.

"3. It is no part of my business to assist in determining the general policy of the Government of India; but to carry into effect according to the instructions given me, such policy as the Superior Authorities may think fit to adopt and prescribe. According to the instructions given me in 1855, I have hitherto been occupied in carrying into effect the policy of 1854. If a different policy be now determined upon, it will be my duty and my endeavour to give it effect as fully as I am able.

"4. The system of grants-in-aid to Vernacular Schools was, as is well known, prescribed by the Education Dispatch, No. 49, of the 19th July, 1854. That Dispatch was taken into consideration by the Government of India in December 1854 and January 1855; and it was under date the 26th January 1855, that the Governor-General in Council, adopting the views of the Dispatch in question on the subject of grants-in-aid to Vernacular Schools, issued instructions to the several local Governments to prepare, in accordance with that Dispatch, Rules for the administration of such grants.

"5 These Rules were prepared, carefully examined in the Government of India, (as appears from the proceedings printed by order of Parliament,) and finally sanctioned for the guidance of the local Governments, who have since acted upon them with results, (in Bengal,) which, up to the present date, will be found briefly set forth in Mr. Young's letter of the 10th ultimo, and, more fully, in his printed annual and other periodical Reports.

"6. In the manner in which the system prescribed in 1854 has been administered in the Provinces under this Government, I have been happy to believe that I have not fallen short of the intentions and expectations of the Superior Authorities; and I observe that in a Dispatch dated 29th July, 1857,* the Hon'ble Court was pleased to express a favorable opinion of what had been done and was doing up to that time under the system of grants-in-aid to Vernacular Schools. There has been no alteration in the system since that time, nor any change in the manner of its administration.

"7. Upon the present views of the Hon'ble Court on this subject, so far as they can be gathered from this Dispatch, I do not know that any

* Quoted in the 3rd paragraph of Mr. Young's letter.

observations are expected from me, or that I can with advantage add any thing to the facts stated, or adverted to in Mr. Young's letter, which will now be submitted to the Hon'ble the President in Council.

"8. In the presence of the opinions and determinations of the highest ruling authority over this country, it is immaterial what may be my individual views as to the best method of encouraging and administering a system of Vernacular Education in these Provinces. Such as my opinions are, they have been laid fully before the Government of India, in Mr. Hodgson Pratt's letter No. 525, of the 16th November, 1854, and they have not since undergone any material change. Those views were approved by the Government of India in Mr. Beadon's letter No. 317, of the 13th February following, and the adoption of my plan was sanctioned with an additional suggestion as to Normal Schools. With how much success it has been carried into effect, will be seen in Mr. Young's letter and in the periodical Reports above quoted. In two particulars the whole plan, as sanctioned by the Government of India on the 13th February and 6th July, 1855, has not accorded with expectation. For *First*;—it has not, as was certainly anticipated by some, in the way of objection to the scheme, been largely taken advantage of by Missionaries, so as to be open to any imputation of an unfair encouragement of proselytism. On the contrary, the system having been administered in the entire spirit of the 56th and 57th paragraphs of the Hon'ble Court's Dispatch of 19th July, 1854,* and on the exact footing of the strict Rule† laid down by the

* *Para.* 56. "In these periodical Inspections, no notice whatsoever should be taken by them (the Inspectors) of the religious doctrines which may be taught in any School; and their duty should be strictly confined to ascertaining whether the secular knowledge conveyed is such as to entitle it to consideration in the distribution of the sum which will be applied to grants-in-aid.

Para. 57. "In carrying into effect our views, which apply alike to all Schools and Institutions, whether male or female, Anglo-Vernacular or Vernacular, it is of the greatest importance that the conditions under which Schools will be assisted should be clearly and publicly placed before the Natives of India. For this purpose Government Notifications should be drawn up and promulgated in the different Vernacular languages. It may be advisable distinctly to assert in them the principle of religious neutrality on which the grants will be awarded."

† "It is to be distinctly understood that grants-in-aid will be awarded only on the principle of perfect religious neutrality, and that no preference will be given to any School on the ground that any particular religious doctrines are taught or not taught therein."

Government of India, in their letter of the 6th July 1855, it has come to pass, contrary to all such expectations, that very few Missionary Schools have applied for or have received grants-in-aid; and that the great majority of aided Schools are Schools supported by Hindoos, or Mahomedans—chiefly the former. And *Secondly*;—it has been found that what is denominated in the Dispatch of 1854, 'the great mass of the people,' is not likely to be reached by the present system; the Rules, apparently presuming greater general interest in the advancement of their inferiors than really exists among the wealthy classes of Natives, and larger contributions to the Schools than can be afforded by the masses' themselves, or are likely to be given for them by their more competent countrymen.

"9. Still the grant-in-aid Schools, though they have not yet gone so low down among the people as the Dispatch of 1854 seems to have expected, or so low as they might have gone, if the Rules had been somewhat more favorable to the people, or if schooling fees had been allowed to count among contributions from 'private sources' under Rule 6, have nevertheless, largely extended the means of acquiring useful knowledge among classes considerably below those whose education was formerly aimed at by Government; and this has a tendency to spread still further downwards though by very slow degrees. The system has also had the great political advantage of stimulating and encouraging private enterprise, and developing the principle of local effort and combination.

"10. In point of economy the present system has obvious advantages. In no other way could the Vernacular Education of the numerous children now in our aided Schools have been provided for, but at a much greater expense to Government. And though the expense of superintendence and inspection bears still a high proportion to the actual expenditure within the aided Schools, this is an inevitable concomitant of the introduction of such a system, and has a continual tendency to contract down to reasonable proportions, as the anticipated and (hitherto) desired increase takes place in the number of aided Schools within the circles of superintendence.

"11. These few remarks I would now submit to the Government of India, with Mr. Young's letter of the 19th ultimo, repeating, that I shall anxiously await their instructions as to the course to be pursued in future, and will do my best to carry into successful execution any 'general plan of popular Education' which the Supreme Authorities may think fit to prescribe."

Sonthal Education.

35. As bearing upon our general policy, the correspon-

dence touching a grant of Rupees 1000 a month to the Church Missionary Society in aid of the establishment of Schools among the Sonthals, may be here noticed.

36. The nature of the grant, as sanctioned by the Government of India, and the reasons which led to its being disallowed by the Court of Directors, will appear from the following Extract of a Dispatch from the latter authority, dated the 22d July, 1857.

"It is intended that the work shall be under the superintendence of one of the Missionaries of the Society, that under him, inspecting Masters shall be employed; that, Government granting the requisite sum for salaries and presenting the amount of secular instruction to be imparted in the Schools, the direction and carrying out of the plan shall be in the hands of the Church Missionary Committee, subject to the right of inspection so far as relates to secular Education of all the Schools by the Divisional Inspector, or any other of the superior Educational officers of Government. It is proposed that industrial instruction shall form part of the plan, and female education is to be introduced, as far as possible, from the beginning.

"The salary of the Missionary in charge is to be paid by the Society, the Government paying an allowance of 100 or 150 Rupees per mensem for travelling expenses, house-rent, &c. but the Inspecting Masters and the establishments, generally, are to be paid by Government, who are also to provide sites for Schools and to defray the cost of School-buildings. The amount required for all these purposes cannot, at present, be stated; but it is supposed that from Rupees 500 to Rs. 1,000 per mensem may, at the very beginning, be sufficient.

"On the subject being submitted for your orders, you accorded your sanction to the scheme, on the ground that it was to be 'regarded as a grant-in-aid to a Missionary body for the secular instruction of an uncivilized tribe, and that as such it was entirely in accordance with the views expressed in the Court's Dispatch of 19th July, 1854, and differing in degree only, not in kind from the grants made to individual Missionaries for like purposes, with the Court's full approbation and sanction.' We cannot concur in the view taken by you of the proposed scheme of Education, and we consider the difference in degree, as you express it, to be so wide as to establish a new principle from that laid down in our letter of July, 1854. The Sonthals, though equally debased in igno-

rance, and devoid of rational religion with the races referred to in our Dispatch of 1854, differ from them in one important particular. They do not occupy separate regions or tracts of country, so as to form isolated communities, locally separated, as well as socially distinct, from the Hindoo and Mussulman population. They are, on the contrary, employed freely by zemindars and speculators in land of all classes, for jungle clearance and for other agricultural purposes, and are thus often located in close vicinity with well inhabited towns and villages, and mix with the general population in many of the relations and concerns of life. We do not feel, therefore, that in dealing with the Sonthals we are exempted from the necessity of maintaining that cautious line of proceeding which we ought always to deem so essential in the establishments founded or supported by Government for the education of the people of India.

"Thus, although we by no means object to the amount of the expenditure you have proposed to sanction for the purpose of civilizing and instructing the Sonthals, we cannot approve that part of the scheme which identifies the Government in measures prosecuted by the Missionaries, and so exposes the arrangement to the risk of perverted misconstruction. We are well aware that the Church Missionary Society has been marked equally for zeal, as for rectitude of intention, and laborious devotion to benevolent objects. But, however entitled to our confidence such an Institution may have proved itself, we adhere to the conviction that it would be altogether opposed to the rules if you were to take any steps which might have the appearance of uniting the Government with such a Society in measures having the aim of converting any class of the population to Christianity. We see no sufficient reason for applying to the case of the Sonthals a different principle from that which has been applied to the general population, and we accordingly direct that a Scheme may be prepared for affording to the inhabitants of the Sonthal Districts the means of Education through the agency of Government Officers, who must be most strictly enjoined to abstain from any attempt to introduce religious subjects in any form."

37. On these orders being made known, a strong representation on the subject (which will be found in Appendix D) was sent in to Government by the Commissioner of the Sonthal Pergunnahs, and the following remarks* on the subject were submitted by this office.

* Letter No. 346, dated 29th January, 1854.

FROM

THE DIRECTOR OF PUBLIC INSTRUCTION,

To

C. T. BUCKLAND, ESQUIRE,

Junior Secretary to the Government of Bengal,

Fort William, the 29th January, 1858.

SIR,

"Having had an opportunity afforded me by the Lieutenant-Governor of perusing the recent correspondence on the subject of the Education of the Sonthals, I have the honor to subjoin a few remarks with reference more especially to the Hon'ble Court's Despatch of 22nd of July last, and Mr. Yule's letter of the 11th November, No. 630.

"I quite agree with Mr. Yule that, if the Scheme already sanctioned is to be put an end to, and something else substituted, a special Superintendent or Inspector of Schools must be appointed for this part of the country, with (say) two Deputy Inspectors. The former Officer might be styled Inspector of Schools in Central Bengal, and in addition to the Sonthal country strictly so called, small portions of the Circles now under the Inspector of Behar and South Bengal might be placed under his jurisdiction, these Circles being no more extensive and involving more labour than can be properly managed by Mr. Lodge and Mr. Harrison.

"The allowances of the new Officers might be very much the same as those already sanctioned for this Department, and I would ask permission to expend, in the first instance, a sum of not more than Rupees 300 a month for the establishment of Village Schools, leaving the precise number of such Schools and the pay of the masters, &c., to be settled and sanctioned in detail hereafter, that is to say, after the new Inspector shall have set to work, and made himself acquainted with the precise requirements of his new charge.

"I append a Tabular Statement in the prescribed form, of what I propose.

"I must say, however, that I entirely agree with Mr. Yule, that any such Scheme as this would be far less hopeful than the one it would supersede, and 'my heart would not be in the work' to the extent that would be desirable. Without admitting that the 'Education afforded by the generality of Mofussil Government Schools' is deserving of 'contempt,' I fully recognize the fact that the teaching carried on in such Schools is,

generally speaking, not characterized by that earnest conscientious spirit, and that character of practical utility, which are usually seen in Schools superintended by experienced Missionaries. And I concur also in the opinion that, if Government deliberately rejects the cheap and valuable service now offered, a great mistake will be committed.

"The sole ground upon which it would seem that this service is to be rejected is that the Sonthals are believed to differ from other tribes for whose Education grants have been given, in one particular, viz. in being less isolated and socially distinct from Hindus and Mussulmans than those tribes. But Mr. Yule points out that this supposition is not altogether founded upon fact, and perhaps therefore it is unnecessary to say more on this head.

"Even, however, were the facts otherwise, I should be unable to see my way to the conclusion arrived at. The argument appear to be that it is objectionable for the Government to appear to be doing any thing with the intention of converting any class of the people to Christianity; but that this objection is of little or no force when the class of people concerned is isolated or remote. I cannot understand this argument, unless it means that the Government will do in a corner what it is afraid to do in the face of day.

"No doubt the motives of the Government are ever liable to misconstruction. But if the thing to be done is good and right, I hope we shall not be restrained from doing it by any such fear as this.

"That it is right in the present instance I have no doubt whatever, and that to pronounce it otherwise is to withdraw from the principles laid down and the promises held out in the great Education Dispatch, seems to me equally clear. After setting forth that the grant-in-aid system for India is to be the same as that in force in England, and that it is to have no reference whatever to any religious instruction which may be imparted in the Schools assisted, that Dispatch plainly says—'Aid will be given to *all Schools which impart a good secular Education*, provided they are under adequate local management,' and that they agree to the prescribed conditions. To say now that aid will not be given to such Schools if they are under the supervision of Christian Missionaries, unless they happen to be in remote and isolated localities, and unless the proceeding is exempt from all risk of 'perverted misconstruction,' seems to me to introduce a new and most embarrassing element into the simple and statesman-like system propounded in the Dispatch of 1854.

"For my part, speaking as a very humble individual, I care not for

misrepresentation. When I advocated the grant to Mr. Droese and his fellow-labourers, I did so, not because they were Missionaries, but because they were excellent secular Educationists, and because, as such, they had successfully prosecuted their calling among the very people to be instructed. I should be equally ready to advocate a grant to Hindoos or Mussulmans in a similar position. In all such cases, provided the secular Education given were good, and under the guise of religion nothing dangerous to morality or civil Government were taught, I should not concern myself with either the religious tenets or motives of the Educators.

"The Hon'ble Court say they see no sufficient reason for applying to the case of the Sonthals a different principle from that which has been applied to the general population, and in this view I would respectfully express my acquiescence. But I cannot see that any such difference has been sanctioned by the Government of India. The principle under which aid was to be given to the Church Missionary Society's Schools in the Sonthal Pergunnahs is precisely, as it appears to me, that which is laid down in the Education Dispatch and the grant-in-aid Rules. The only difference is one of mere detail. We have, as on other similar occasions, in consideration of the peculiar circumstances and difficulties of the case, not required so large an amount to be expended on the School from private sources as is prescribed by the letter of the grant-in-aid Rules.

"I think it right to add that although I concur in much of what is urged by Mr. Yule, I cannot agree with him in condemning the policy under which the Government of this country treats all religions on a footing of perfect equality, and carefully abstains from recognizing or favouring one more than another. I cannot think that it is an 'appointed work' of the Government to involve itself in any way with religious and proselytizing enterprizes or that it has any right to call itself a 'Christian Government.' Government, as it has always appeared to me, exists for a specific purpose, for the protection of life and property, and for facilitating the production and distribution of the material means of happiness. It appears to me therefore as unmeaning to talk of a Christian Government as it would be to talk of a Christian system of Police, or a Christian system of roads and canals.

"I venture to say this in order to show that, though Mr. Yule and I arrive on the present occasion at the same conclusion, it is by quite different roads. And this fact may perhaps entitle our joint recommendation to more consideration than it would otherwise merit.

"The papers of the case appertaining to your Office are herewith returned."

I have, &c.,
(Signed) W GORDON YOUNG,
Director of Public Instruction.

38. I believe that the course to be adopted in this matter is still under the consideration of the Supreme Government.

Grants-in-aid to Vernacular Schools.

39. The only other vexed questions affecting our general system of popular Education which I need here refer to are connected with the present Grant-in-aid Rules, and the presumed necessity for relaxing their stringent conditions in regard to Vernacular Schools for the lower classes. This question was referred to in paragraphs 32 to 36 of my last Annual Report. Since then the following correspondence has taken place.

No. 447.

FROM

C. BEADON, ESQUIRE,
Secy. to the Govt. of India,

To

C. T. BUCKLAND, ESQUIRE.
Junior Secy to the Govt. of Bengal,
Dated the 15th February, 1858.

HOME DEPT.

"SIR,

"I am directed to acknowledge the receipt of your letter No. 469, dated the 9th October last, with enclosure, relative to the proposal to modify the grant-in-aid Rules.

2. "With your letter of the 20th March. 1857, the Lieutenant-Governor submitted a Report from the Director of Public Instruction, declaring it to be his opinion, and that of all concerned in Native Education, 'that no system of education for the great masses of the people can possibly be based upon the present Rules for grants-in-aid,' and that, if it is intended to make that system any thing more than a name, the Rule which restricts the Government aid in all cases to an amount equal to what is contributed by private persons must for certain classes of Schools and parts of the country be modified.'

3. "In Mr. Young's opinion the question had come to this, 'whether the grant-in-aid system shall be abolished and some other method of carrying out the orders of the Hon'ble Court in regard to the education of *the masses* substituted for it, or whether the Rules under which that system is at present administered shall be somewhat modified;' and he declared himself in favor of the latter course, proposing that, in regard to Vernacular Schools everywhere except in the four Districts around Calcutta, Section 6 of the grant-in-aid Rules 'should be so far modified as to vest in the Government a discretionary power to adapt the amount of the grant to the peculiar wants and circumstances of the School, provided, however, that that amount shall in no case exceed three-fourths of the entire cost of the School.'

4. "The Director also at the same time recommended that in *all* Schools in the four above excepted Districts, and in all English and Anglo-Vernacular Schools everywhere else, no distinction should be made between School fees and other local and private sources of income. In fact, this practice appeared to have been already adopted by the Director with the sanction of the Lieutenant-Governor.

5. "The Lieutenant-Governor recommended that in regard to purely Vernacular Schools in all Districts, the Rules should be modified so as to raise the proportion of the Government grant to three-fourths of the entire cost of the School, and that no distinction should anywhere be made between School fees and other sources of private income.

6. "It appeared from a letter of the Director, contained in the correspondence, that the practice had been to require that in every case a certain amount of income not less than Rupees 10 a month should be guaranteed by the inhabitants, and as it was at the same time proposed to raise the Government contribution to three-fourths of the whole cost, it was inferred that Mr. Young contemplated that each Vernacular School should cost Rupees 40 a month.

7. "To these proposals the following answer was given by the Government of India:—

'The Governor General in Council does not consider that any sufficient reason is shown for modifying in favor of Vernacular Schools in Bengal in general the strict Rule which limits grants in-aid to cases in which one-half of the expenses (at least) of a School are contributed from local sources, and in which fees are paid by the Scholars.

"The Director of Public Instruction assumes that it is the *amount* required to be made good from local sources which prevents the people

from taking greater advantage of the grants-in-aid for Vernacular Schools. If so, the remedy consists not in increasing the proportion contributed by the Government, but in diminishing the total cost of the School. At present it appears that no School is aided unless the local contributions, including fees, amount to Rupees 10 a month, so that it is seriously contemplated to found a system of Village Schools costing at least Company's Rupees 40 a month each. It seems surperfluous to point out the utter impracticability of such a scheme. In the North-Western Provinces the whole cost of a Hulka Bundee School is only Rupees 4 or Rupees 5 a month.

'Again, Mr. Young, singularly misapprehending the views of the Hon'ble Court, assumes that if the people will not contribute to the support of Vernacular Schools, the Government *must* establish them, and maintain them entirely at the expense of the State. This, which is simply impossible, Mr. Young regards only as a very inexpedient necessity, to which the Government will be driven if it asks the people to contribute more than they are willing to give, or indeed to contribute anything beyond the Schooling fees paid by each pupil.

'The plain fact appears to be that in the Lower Provinces the lower classes have not yet learned to appreciate or desire Education, and that the higher classes generally are not actively desirous that their inferiors should be educated. All that the Government can do in such circumstances is to set before the people in every way the advantage of teaching their children to read and write, to exhort and persuade them to do so, to point the way by opening Normal and Model Schools, and to aid in establishing Village Schools by a liberal Grant of public money, the amount of which has been wisely limited, as a general Rule to a sum equal to that contributed from local sources over and above the very small fees paid by the pupils. To go beyond this limit would, in the opinion of the Governor General in Council, be consistent neither with the principle of encouraging private effort and combination, nor with a due regard to the public finances.

'It seems indeed from the papers now submitted that in its mode of applying the grant-in-aid Rules to the education of the lower classes, the Government of Bengal has been pursuing an erroneous course, which the Governor General in Council refrains from arresting at once only with the view of obtaining the Lieutenant-Governor's full opinion upon the subject before coming to a decision. It would seem that the efforts of the Educational Officers in Bengal have been directed much more to the

establishment of new and expensive Schools than to the improvement of indigenous and cheap ones. A different system, however, prevails under each Inspector: and neither the Director nor the Government appears to have arrived at any definite conclusion as to the plan which, with modifications to suit special localities, is best adapted for the promotion of popular Education.

'I am directed, therefore, to request, that the Government of India may be favoured at as early a date as possible with a comprehensive expression of the Lieutenant-Governor's views on this subject, and a clear outline of the plan recommended by His Honor for carrying out in the Lower Provinces the intentions of the Hon'ble Court in respect to the general education of the people, as expressed in their Despatch of the 19th July, 1854.

8. "To this letter the Lieutenant-Governor of Bengal has now replied in your letter under acknowledgment, by sending up a further Report of the Director of Public Instruction, arguing the whole question again, and repeating his recommendation, that in the case of Vernacular Schools the proportion of Government aid should be raised to three-fourths, and that School fees shall be counted among the other assets of private or local contribution.

9. "Mr. Young, however, explains that 20 Rupees, not 40 Rupees a month is the contemplated expense of a Vernacular School, and that consequently, if the Government agree to pay three-fourths of the expense, the minimum amount to be guaranteed by the inhabitants will be reduced to Rupees 5 a month.

10. "But it also appears that the Vernacular Schools which the Director proposes to establish on this footing are not Schools 'for the masses' like the Hulka Bundee Schools in the North-Western Provinces, but Model Schools of which it is proposed to establish only from 20 to 30 in each Zillah, leaving the lower class of Schools to be operated upon at some future possible time. It is not the immediate education of the masses which is aimed at in these proposals, but 'a gradual leavening of the mass from above.' In fact it is said by Mr. Young that the inferior Schools are even now being improved *by means independent of the grant-in-aid system.* This may be, and no doubt is, the right policy; but then the argument for increased contribution from the State to these higher Vernacular Schools founded on the necessity for educating the masses falls to the ground.

11. "The Lieutenant-Governor sends up Mr. Young's letter with a

general expression of concurrence in his views, but without any opinion of his own as to the course to be taken with regard to the general education of the people in the Lower Provinces. His Honor further requests that the order not to allow fees to count as a part of local contributions may not be retrospective.

12. "It appears to His Honor in Council that no reason is shown in this correspondence either for increasing the proportion of the Government contribution in support of these Model Vernacular Schools, or for counting Schooling fees as a part of local contributions. His Honor in Council is therefore constrained to decline acceding to either of the proposals, and to adhere to the views already expressed by the Government of India. The Government does its part in establishing six Model Vernacular Schools entirely at its own cost in every District. If more such Schools are required, it is not too much to expect that the people shall contribute half their cost.

13. "The President in Council requests that the Hon'ble the Lieutenant-Governor will favor the Government of India with a detailed Report of his views as to the means to be adopted for the general education of the people throughout the Lower Provinces.

I have the honor to be,
Sir,
Your most obedient servant,
(Signed) CECIL BEADON,
Secy. to the Govt. of India.

"COUNCIL CHAMBER, *the 15th January*, 1858.

No. 499.

"Copy of this letter forwarded, with reference to previous correspondence to the Director of Public Instruction for report.

By order,
C. T. BUCKLAND,
Junior Secy. to the Govt. of Bengal.

FORT WILLIAM, *the 14th March*, 1858.

No. 653.

"FROM

W. GORDON YOUNG, ESQUIRE,

Director of Public Instruction,

"TO

C. T. BUCKLAND, ESQUIRE,

Junior Secy. to the Govt. of Bengal.

Dated 11*th March*, 1858.

"SIR,

"I have the honor to acknowledge the receipt of your Endorsement No. 490, dated the 4th instant, forwarding to me 'for report' copy of Mr. Secretary Beadon's letter No. 447, dated 15th ultimo.

2. "The first eleven paragraphs of this letter consist only of an abstract of the correspondence which has been going on during the last year and a half between this Office and the Governments of Bengal and India, on the subject of the system of grants-in-aid as applicable to the promotion of Vernacular Education in Lower Bengal. Of the last two paras. the first simply states that the Supreme Government sees in all this correspondence no reason either for increasing the proportion of the Government contribution in support of grant-in-aid Vernacular Schools, or for counting Schooling fees as part of local contributions, and accordingly declines to accede to either of the Lieutenant-Governor's proposals to the above effect; and the last para. requests the Lieutenant-Governor to submit a 'detailed Report of his views as to the means to be adopted for the general education of the people throughout the Lower Provinces.'

3. "I have, of course, no wish to urge again what has been already urged and has been by the Government fully considered. But, with reference to the Supreme Government's refusal to allow Schooling fees to be counted as a source of the local contributions to a Vernacular School, it seems necessary to call attention to the recent Dispatch* from the Hon'ble Court conceding the very point here referred to and refused. In para. 35 of this Dispatch the point is discussed and disposed of as follows:— 'It is desirable that as a general rule one view should be acted on throughout the Presidency. At present, as regards Vernacular Schools, it will be sufficient to require that the amount of local *contributions from all sources should equal the Government grant*, but in the case of Anglo-Vernacular Schools, the amount contributed by Government

* No. 104 of 1857, dated 29th of July, forwarded with your Endorsement No. 510, dated 27th October last.

should be conditional on an equal amount being raised by *subscription only* in *addition* to the Schooling fees.'

4. "Possibly this Dispatch may have been overlooked in Mr. Beadon's Office at the time when his letter now under reply was issued.

5. "In regard to para. 10 of Mr. Beadon's letter, it must be admitted that the Vernacular Schools referred to can not correctly be termed Schools 'for the masses,' if by the term 'masses,' is meant the very lowest class and stratum of Society. Nor indeed in this sense are the 'inferior Schools' mentioned by Mr. Beadon in the same para. Schools 'for the masses.' Both kinds are Schools for the education and enlightenment of a comparatively low order of the population, of the lowest classes indeed who at present have any idea of sending their children to School, and by whose means and example alone the same idea is likely to permeate to the lowest stratum of all. In this sense, the Schools in question, if they may not correctly be designated Schools for the masses, may at least be favorably regarded as having an immediate bearing upon the education of the masses. And in this sense I have urged on their behalf that they 'operate upon a class of Society much below any previously affected by Government Educational measures,' and that by their means we have '*begun* to touch the masses' and may 'in time come to operate upon a much lower class of Schools.'

6. "It is also true that Schools that cannot avail themselves of the present grant-in-aid Rules are worked upon by the Department by 'means independent* of the grant-in-aid system.' That is to say, rather than do nothing for such Schools, we do for their improvement what we can. But this has seemed to us no reason for insisting upon a Rule such as shall almost of necessity exclude them from the pale of the grant-in-aid system altogether. On the contrary, the very measures of improvement referred to result in many cases in the conversion of such Schools into grant-in-aid Schools.

7 "The Hon'ble Court clearly contemplate in their great Dispatch the application of the grant-in-aid system to all Vernacular Schools that can be made to 'impart a good elementary Education,' and desire that it shall be made use of 'wherever it is possible to do so.' But the Government of India appear to be of opinion that where 'means independent of this system,' can be adopted, it is the 'right policy' to adopt

* I should rather have said, as indeed I have said in another part of the same letter quoted by Mr. Beadon, "means auxiliary and supplementary to the grant-in-aid system," because, in fact, all our measures are connected in various ways, and none can be said to be *independent* of the others.

them, and (apparently) the wrong policy to concern ourselves with the grant-in aid system

8. "The 5th para of Mr. Beadon's letter seems to imply that it has been proposed universally, or at least generally, to pay on the part of Government three fourths of the cost of every grant in aid Vernacular School; but this idea was distinctly deprecated' in para 12 of my letter of 22d August last 'To raise the proportion of the Government grant to three-fourths of the entire cost of the School in regard to purely Vernacular Schools in all Districts' is a very different thing from 'granting in each case such sum (and no more) as may be proved to be really necessary, provided that in no case shall the Government contribute more than three fourths of the cost' It is all the difference between saying that we will in every case give a certain sum, and that we will in *no* case give *more* than that sum.

9 "With regard to the last para of Mr Beadon's letter I do not conceive that I am called upon to submit my views *in extenso* in regard to 'the general education of the people throughout the Lower Provinces' Were I to do so I should probably confine myself to respectfully recommending, so far at least as Vernacular Education is concerned, that the measures now in operation may be gradually extended and developed, that the Rules regarding the restriction of all public expenditure within the narrowest possible limits be not applied too rigorously to this Department, and that a certain discretionary power in the working of the grant-in-aid system be left with the Lieutenant-Governor, so as to allow of its adaptation whenever possible to the lower as well as the higher order of Schools.' I have, &c

(Signed) W GORDON YOUNG,
Director of Public Instruction

40 Whether any final decision has been come to on the points thus discussed I know not.

Educational Discussions.

41. I subjoin an interesting memorandum of Educational discussions during 1857 and 1858, which was recently prepared by order of the Lieutenant-Governor. This will give some idea of the uncertainties with which, in spite of the Dispatch of 1854, Educational questions are beset, and of the ordeals through which any important proposal must pass before it can be developed into action.

Principal Educational Discussions during 1857 and 1858.

Nature of Proposal by Director of Public Instruction.	No. and date of Director's letter.	How dealt with by Bengal Government, with No. and date of letters.	How dealt with by Supreme Government, with No. and date of letters.	Remarks.
1. That the scheme for an expensive new Building for Presidency and Medical Colleges be given up as unnecessary and inconsistent with the Education Despatch.	No. 460 dated March 17th, 1856. No. 858 dated Feb. 9th, 1857.	Approved. Copy of opinions on the subject not in this Office except No. 332 dated March 14th, 1857.	Disapproved No. 1145 dated July 25th 1857.	The work has since been ordered to lie over for the present. See orders of Bengal Government No. 1471 dated Aug. 8th, 1857.
2. That the Professorship of Geology be attached to the Civil Engineering College rather than to Presidency College, so as the better to accord with the University scheme.	No. 1989 dated Aug. 9th, 1856. No. 883 dated Aug. 3rd, 1857. No. 1509 dated Oct. 22nd, 1857.	Proposal approved generally; see No. 412 dated Aug 20th, 1856 and other letters probably of which copies are not in Director's Office.	Proposal dissented from at first, No. 552 dated Oct. 24th, 1856, No. 163 dated January 26th, 1857. But afterwards partially assented to, see No. 2027 dated October [illegible], 1857.	The Court of Directors have since ordered that Dr. Liebig should be re appointed to this Professorship, but, Dr. Liebig having gone home, the order could not be carried out.
3. Reorganization and improvement of the Law Department, and appointment thereto of a chief Professor on Rs. 1,200 a month so as the better to carry out the scheme of the University.	No. 420 dated May [illegible], 1857.	Approved No. 2250 dated May 7th, 1857.	Approved partially, the salary of the chief professor being fixed at Rs. 700 a month.	Proposed salary reduced by Court of Directors to 600, but no opinion expressed as to the principle on which the Department was to be reorganized. Despatch No. 27 of 1858, dated April 6th.

Principal Educational Discussions during 1857 *and* 1858.—*(Continued.)*

Nature of Proposal by Director of Public Instruction.	No. and date of Director's letter.	How dealt with by Bengal Government, with No. and date of letters.	How dealt with by Supreme Government, with No. and date of letters.	Remarks.
4. Redistribution of sum allowed for Vernacular Schools in Assam, on the principle of a graduated scale from Rupees 15 to 5 a month, in place of a uniform system of 7 Rupees salaries, with a view to stimulate and improve the Teachers.	No. 582 dated May 27th, 1857.	Sanctioned in anticipation of Supreme Government's approval No. 2908 dated June 1st, 1857	Lieutenant-Governor's proceeding disallowed. Financial Proceeding No. 2758 dated July 3rd, 1857.	On a second reference in which the Director suggested that the schools had better be abolished altogether than maintained on their present footing, the principle of the original proposal was acquiesced in to some extent. See Home Departments No. 2524 dated Nov. 30th, 1857.
5. At least three trained Teachers from England to be sent out for service as Head Masters of schools.	No. 399 dated March 19th, 1856.	Approved.	Approved, and recommendation sent home to Court of Directors accordingly.	Not acceded to by the Hon'ble Court, on the ground that whenever practicable "the services of individuals already in India should be employed." Despatch No. 95 of 1856 dated October 1st and 35 of 1857 dated February 18th.

6. That school fees be allowed to be reckoned as a part of "contributions from private sources" entitling schools to grants, as the only fair and hopeful method of carrying out the views of the Education Dispatch.	No. 2458 dated Sept. 25th, 1856, No. 1084 dated Aug. 22nd, 1857, & No. 653 dated March 11th, 1858.	Approved and recommended to Supreme Govt., letter not in this office.	Disapproved. No. 1495 dated July 31st, 1857, and No. 447 dated 15th Feb., 1858.	The Hon'ble Court's Dispatch No. 104 of 1857 expressed an opinion in accordance with that of the Lieutenant-Governor and the Director. But the Supreme Government have directed that this opinion shall not be acted upon, until further orders at all events, No. 1130 dated May 5th, 1858.
7. That the Local Government should have a discretionary power of giving grants to Vernacular Schools equal to ⅔ in place of ½ the cost of the school.	No. 3093 dated 29th Dec. 1856, and No. 1084 dated Aug. 22nd, 1857, and No. 653 dated March 11th, 1858.	Approved and recommended to Government. Letter not in this office.	Disapproved. No. 1485, dated July 31st, 1857. No. 447, dated Feb. 15th, 1858.	
8. The establishment of grant-in-aid schools for the (secular) Education of the Santhals, under the management of the Church Missionary Society.	No. 2,567 dated Oct. 10th, 1856.	Approved.	Approved as "entirely in accordance with the Dispatch of July, 1854," No. 1793, dated Nov. 28th, 1856.	Disallowed by Court of Directors' Dispatch, No. 97 of 1857, dated July 22nd. The subject has again been brought before Government and the former recommendation repeated in consequence of an

Principal Educational Discussions during 1857 and 1858.—(Continued.)

Nature of Proposal by Director of Public Instruction.	No and date of Director's letter.	How dealt with by Bengal Government, with No and date of letters	How dealt with by Supreme Government, with No and date of letters	Remarks.
				urgent representation from Mr Yule the Commissioner. The result is not known to me.
9. Appointment of a Vernacular Reader and Librarian on a salary (including establishment) of Rs 250 a month, with a view to carrying out the orders of the Court of Directors as to Native Presses and publications and securing other desirable objects also.	No 731, dated March 17th, 1858	Favorably recommended to Supreme Government.	"Disallowed as being extravagant." Financial Orders, No 2427, dated April 30th, 1858	
10. Model Schools, Rewards and the other measures usually sanctioned for encouragement of Vernacular Education to be sanctioned now for Cuttack to which Province an Inspector has recently been appointed.	No 634, dated March 3rd 1858, & No. 1603 dated July 1st, 1858.	Recommended to favorable consideration But no letter on the subject in this office.	Supreme Government first desired to know what Ooriyah School Books were available Financial Proceedings No 2,669, dated 17th May, 1858. On the necessary information being supplied the Supreme Government	This proposal should be referred to the Home authorities, I think, as an Inspector is of little use without the usual means of promoting Education.

			said that under the recent orders of the Court of Directors the expenditure could not be sanctioned at present.	
11. Travelling allowance to be sanctioned for Deputy Inspectors with a view to the proper and frequent inspection of schools and the obtaining of thoroughly efficient men for those appointments.	No. 2077, dated Augt. 13th, 1858.	Under recent orders of Court of Directors the Lieut Governor considers himself precluded from entertaining the proposal No. 1427, dated Sept. 4th, 1858.	Has not come before the Supreme Government.	This measure is one of real importance and necessity, and it should, I think, be referred to the Home authorities for consideration.
12. Candidates for appointment to superior grades of Uncovenanted Service to be required to pass University Entrance Examination in whole or in part.	No. 272, dated April 13th, 1857 & No 276, dated 3rd Jan. 1858.	Not known.	Not known, but a Resolution favorable to the principle passed in the Home Department Jan. 18th, 1856.	
13. With reference to a letter from the Earl of Ellenborough to the Court of Directors, dated April 28th, 1858, and to a Despatch of Court of Directors No. 74 of 1858, dated 26th May, explains and defends the present system of promoting Education by means of Grants-in-aid, &c in the hope that it may not be put a stop to or materially interfered with.	No. 2296, dated Sept. 10th, 1858, & No. 2451 dated Oct. 2nd, 1858	Concurred in. But no letter on the subject yet received	Not known.	

Principal Educational Discussions during 1857 *and* 1858.—*(Continued.)*

Nature of Proposal by Director of Public Instruction.	No. and date of Director's letter.	How dealt with by Bengal Government, with No. and date of letter.	How dealt with by Supreme Government, with No. and date of letters.	Remarks.
14 sends up for favorable consideration 26 applications for grants to Female Schools set on foot by Pundit Eshwar Chunder Surma and which call for a relaxation of the strict requirements of the grant-in-aid Rules.	No. 427, dated Feb. 15th, 1858, & several other letters.	Modification of the "Rules in these cases confidently but respectfully solicited" by Lieut.-Governor. No. 595, dated April 13th, 1858.	Request refused, the President in Council being of opinion "that unless Female Schools are really and materially supported by voluntary aid they had better not be established at all." No 1159, dated May 7th, 1858.	
15. That, in the case of *Female* Schools, grants may be given on condition that a sum equal to at least one-half the grant be supplied by private subscriptions.	No. 1028, dated Augt. 2nd, 1858.	With reference to the foregoing, enquires of Supreme Government whether the recent Notification in Gazette is intended to put a stop to all further grants even from the sum already assigned by Supreme Government for the purpose. No. 1396, dated Augt. 27th, 1858.	Replies to the foregoing enquiry in the affirmative, and says that without previous authority from Court of Directors no increase of expenditure beyond that now actually incurred for Education is to be permitted. No. 2138, dated Sept. 22nd, 1858.	The Director's recommendation in favor of Female Schools is one that might well be referred to the Home authorities for special sanction. The Lieut.-Governor has expressed his "deep regret" at the result of the application to the Supreme Government. No. 1606, dated Oct. 4th, 1858.

16. With a view to establishing Depôts for the sale of cheap books in Dacca, Burrisaul, Furreedpore and Pubna, that an advance or loan of Rs. 200 be made to the Inspector of schools East Bengal for each of those Districts, as has been done in the case of other Districts.	No. 1822, dated July 22nd, 1858.	Lieut.-Governor considers himself compelled under the recent orders of the Court of Directors to "suspend for the present this as well as other desirable improvements in the Education Department." No. 1378, dated Augt. 21st, 1858.	Has not come before the Supreme Government.	
17. Proposes the establishment of eight Model Female Schools in each of the Districts of Hooghly, Burdwan and 24-Pergunnahs on the same principle as the Model Boys' Schools already established in numerous Districts.	No. 1528, dated June 18th, 1858.	Submitted to Supreme Government for favorable consideration. No. 1531, dated July 22nd, 1858.	Before passing orders desires a full explanation as to the establishment of certain Female Schools in anticipation of authority of Supreme Government, and desires to know who is responsible for this proceeding. No. 1949, dated Augt. 27th, 1858.	The required explanation has been submitted, but the proposal will now doubtless be negatived under the Notification as to stopping Educational expenditure.

Stoppage of Educational Expenditure.

42. The "recent orders of the Court of Directors" referred to more than once in the above table are contained in the following extract of a Dispatch* which was published in the *Calcutta Gazette* of the 14th August, 1858, page 1542.

"We desire that you will bear in mind the great financial difficulties to which we are now exposed, and that you will not on any account sanction any increase of expenditure in any part of India in connection with Education, without our authority previously obtained."

43. To what extent this order may operate as a bar to progress will depend greatly upon the extent to which the Government may consider itself at liberty to recommend to the Home authorities measures necessarily involving expense, and the extent to which the latter may see fit to sanction such recommendations. But under any circumstances it must necessarily be, for a time at least, a serious obstacle to Education. I may mention that, even before the issue of this notice, and ever since the breaking out of the disturbances in May and June, 1857, our operations had been carried on with the utmost possible economy, and that in April and May last the Lieutenant-Governor caused orders to be issued to the several Inspectors to refrain from extending operations of any kind to new Districts or to do any thing more than carry on measures then sanctioned and under trial.

44. That a strict interpretation is to be given to the above Dispatch is evident from the subjoined extract from a recent letter from the Secretary to the Government of India, Home Department, to the Secretary to the Government of Bengal,—(No. 2138, dated the 22nd September, 1858.)

"In continuation of my letter No. 1841, dated 6th August, I am directed by the Hon'ble the President in Council to state that the orders of the Hon'ble Court, conveyed in their Dispatch in the Public Department, No. 86, of the 22nd June last, paragraph 33, must be held to apply to the unallotted portion, if any, of the sum already sanctioned by the Government of India for the support of Schools by means of grants-in-aid in the Lower

* No. 86 of 1858, dated June 22nd.

Provinces, and generally that no increase of expenditure, above that actually now incurred on purposes connected with education, is to be allowed either by the Government of India or by the local Governments, without the previously obtained authority of the Hon'ble Court.

Female Education.

45. The proposals connected with Female Education which are referred to in the table above given are perhaps of sufficient importance to justify my here inserting the following correspondence.

No. 695.

"FROM

The Junior Secretary to the Govt. of Bengal.

"TO

The Secretary to the Govt. of India,

Home Department.

Dated Fort William, the 13th April, 1858.

"SIR,

General. Education.

"I am directed to bring to the notice of the Hon'ble the President in Council that the Lieutenant-Governor has received applications from the Director of Public Instruction for grants-in-aid of numerous Native Female Schools, which it is proposed to establish in different Districts in East and South Bengal, but at present His Honor finds himself precluded from giving any assistance to these Institutions unless the rules in force regarding ordinary grants-in-aid are, to some extent, specially relaxed in their favor.

"It can admit of little doubt that Female Schools, if heartily encouraged and carefully fostered, will be most important and useful in the promotion of civilization, and the Hon'ble the Court of Directors in their Dispatch No. 96 of the 1st October, 1856 to the address of the Government of India were pleased to give a certain amount of hope of encouragement by exempting Female Schools from the payment of Schooling fees:—But the very slender hold which these institutions have at present on the sympathies of the people renders it absolutely necessary that some further concession should be made in their favor until their good effects may come to be more widely felt and appreciated by the native public.

"The principal obstacle which is encountered in any attempt to establish a female School is to be found in the reluctance with which the respectable inhabitants of a Hindoo town or village can be persuaded to

allow their girls to attend such an institution. If their consent to this point is obtained, it must be considered that a great object is accomplished, and where even this much is effected, it would be a pity to withdraw from the field without taking advantage of this favorable manifestation of opinion If but a small beginning is made, it may, in a short time, become a custom that the daughters of a native family should be educated, and their attendance at School may come to be looked on as much a matter of course as it is now for the boys of a family.

"From the applications before the Lieutenant-Governor it appears that in most instances the people of the village have offered to provide a house for the School. This is generally the utmost that can be expected from their scanty means and timid mind, but where this is done, and as many as 20 girls of decent parentage can be got to attend the School, who can say how great an end is obtained?

"The number of applications now pending before the Lieutenant-Governor is 26, and the number of girls expected to attend the Schools is 871, and His Honor confidently but respectfully solicits the authority of the Hon'ble the President in Council so far to modify the existing Rules regarding grants-in-aid in behalf of Female Schools, that whenever a suitable School house is provided and the attendance of as many as 20 girls is promised, the payment of all the other expenses of maintaining the School shall be defrayed by Government.

I have, &c.,

(Signed) C. T. BUCKLAND,

Junior Secretary to the Govt. of Bengal."

No. 1159.

"From

C. BEADON, Esquire,

Secretary to the Govt. of India

"To

C. T. BUCKLAND, Esquire,

Junior Secretary to the Govt. of Bengal.

Dated the 7th May, 1858.

"Sir,

Home Department, Education.

"I am directed to acknowledge the receipt of your letter No. 695, dated the 13th ultimo, proposing that Government should bear the whole of the expense of Female Schools, upon condition that the people provide some kind of a School house, and that at least 20 girls attend at each School.

"The Hon'ble the President in Council is unwilling to allow of the abrogation of the grant-in-aid Rules in favor of Female Schools. His Honor in Council thinks that unless Female Schools are really and materially supported by voluntary aid they had better not be established at all, and indeed that the voluntary aid of the neighbourhood is by far the most important element of success.

"The present proposition cannot therefore be entertained.

I have, &c.,

(Signed) CECIL BEADON,

Secretary to the Govt. of India."

Council Chamber, the 7th May, 1858.

Dissemination of Books.

46. I have referred in former Reports* to the connection established between this Department and the Calcutta School Book Society, with a view to facilitating the dissemination of cheap books throughout the Mofussil. I regret that I cannot, as yet at least, report that the measure has been attended with the success that was looked for. The demand for books in most of the Districts of Lower Bengal is very great, and at present very ill-supplied. The School Book Society receives a liberal grant† from Government, and its means and machinery are such as to place it in a position to do much towards supplying this demand and rendering great assistance to the work of Education. All that seems necessary is that the managing Committee should become alive to the greatness and importance of the work that lies before them and discard that over caution approaching to timidity, that "conservative spirit," as Mr. Woodrow terms it, that are so much complained of at present by the Inspectors of Schools and other persons interested in Education.

Services of Educational Officers.

47. It is my pleasing duty again to bring to the notice of Government, the excellent service rendered by the Divisional In-

* Reports for 1855-1856, para. 33.
   ditto 1856-1857, „ 47.

† Rs. 500 a month.

spectors of Schools.* More willing and efficient co-adjutors it would be difficult to find than Messrs. Woodrow, Harrison, Lodge, and Robinson and Dr. Röer. Since the close of the year under review Pundit Eshwar Chunder Surma, who, in addition to his own appointment at the head of the Sanscrit College, was employed as a special or extra Inspector, and whose excellent services in the cause of Education are well known, has retired from the service of Government, and Mr. Lodge, appointed to officiate as Principal of the Presidency College, has been succeeded by Mr. Robert Hand. The Principals and Professors of Colleges and the Head Masters of the various Schools have, almost without exception, performed their duties most satisfactorily, and in such a way as to render it a real pleasure to co-operate with them.

48. The Rule under which certificates of proficiency (and money rewards) are awarded to educational officers who pass in the Vernacular languages has been taken advantage of in the following instances:

1. Mr. H. Woodrow, M. A. Inspector of Schools East Bengal passed in Bengali on the 5th April, 1857.

2. Mr. S. C. Aratoon, Superintendent of the Dacca Normal School passed in Bengali on the 2nd November, 1857.

3. Mr. E. B. Cowell, Professor of History and Political Economy in the Presidency College, passed in Oordoo on the 2nd December, 1857.

4. Ditto ditto passed in Bengali on the 4th October, 1858.

5. Mr. A. J. C. Behrendt, Head Master of the Gya School passed in Oordoo on the 10th May, 1858.

* Their salaries and the Districts under each Inspector are as follows:

Mr. Woodrow, Calcutta and the Districts to the East and North thereof, up to Mymensingh, ...Rs.	1,200
Mr. Harrison, the Behar Districts with Hazareebagh and Lohurdugga, ...	1,000
Mr. Lodge, (for whom Mr. Hand is now officiating. Malda, Rajshye, Moorshedabad, Nuddea, Hooghly, Burdwan, Bancoorah, Beerbhoom and Puruleah, ...	900
Mr. Robinson, Assam with the Districts of Sylhet, Mymensingh, Bograh, Rungpore, and Dinagepore, ...	750
Dr. Röer, the 3 Cuttack Districts, with Midnapore, and Sumbulpore, ...	850

6. Mr. J. Sanders, Assistant Professor of History and Pol. Economy in the Presidency College, passed in Oordoo on the 4th October, 1858.

7. Mr. Harrison has signified his readiness to pass in Oordoo and Hindee.

49. The valuable aid of the Commissioners of Divisions and other local Officials has been in general willingly rendered, and most of the Local Committees of Public Instruction have also performed their functions willingly and well.

50. Annexed to this Report are the following Appendixes, to which I would solicit the Lieutenant-Governor's attention.

Appendix A.—Extracts from the periodical Reports of the Inspectors of Schools and authorities in charge of Government Colleges and Schools.

Appendix B.—Selection of the more important Circulars, Notifications, &c. issued during the year.

Appendix C.—Reports and papers connected with the Scholarship and Honor examinations of the year.

Appendix D. The Education Dispatch and some other papers of interest.

Appendix F.—Miscellaneous statistical and tabular statements.

I have &c.,

W. GORDON YOUNG,

Director of Public Instruction.

ADDENDUM.

[*Since the above Report was in type the following communication (enclosing a Minute by the Lieutenant-Governor) has been received. It is published with reference to and in continuation of para. 31 of the Report.*]

No. 1826.

FROM A. R. YOUNG, ESQ.,

Secretary to the Government of Bengal,

TO THE DIRECTOR OF PUBLIC INSTRUCTION

Fort William, the 29th November, 1858.

Education.

SIR,—I am directed to acknowledge the receipt of your letter No. 2451, dated the 2nd ultimo, forwarding a copy of the Notes drawn up by you on the letter from the Earl of Ellenborough, President of the Board of Control, to the Hon'ble the East India Company, dated the 28th April, 1858, and the Memorandum by Sir George Clerk, annexed to that letter, on the subject of Education in India.

2. In reply, I am desired to state that the Lieutenant-Governor has perused your remarks with great interest and attention, but His Honor is not aware that any practical steps are now required to be taken regarding Lord Ellenborough's letter. A copy of a Minute containing the reflections which have occurred to His Honor on the subject is herewith forwarded for your information.

3. I am further directed to observe that the Lieutenant-Governor feels too deep an interest on the subject of Education in this country to be able to refrain from expressing his opinion when the system he has been largely concerned in establishing is so gravely attacked. The Grant-in-aid system in particular commands his constant sympathy and attention. His Honor was the first to propose it to the

Council of Education, together with a plan of grants to Missionary Schools, some time before the date of the Education Dispatch, *viz.* in March or April, 1854, and his Minute on the subject was afterwards submitted to the Government of India with Mr. Under-Secretary Pratt's letter No. 525, of the 16th November, 1854,* and was certainly the earliest suggestion of the kind that ever was laid before that authority.

I have the honor to be,
SIR,
Your most obedient Servant,
A. R. YOUNG,
Secretary to the Government of Bengal.

MINUTE.

Letter from Lord Ellenborough and Memorandum by Sir G. Clerk on Public Instruction in India.

I cannot but think that it was desirable for the Director of Public Instruction to notice, as early as possible the letter of the Earl of Ellenborough and the Memorandum by Sir George Clerk on the subject of Education in India. The former is a paper of great weight from the force and ability with which the subject is treated in it; and both documents derive importance from the names and authority of their authors. Their publication also, on the motion of Lord Ellenborough in the House of Lords, is an evidence of the weight attached to them by his Lordship himself, and of his wish that they should be generally known and commented upon.

2. The Earl of Ellenborough's letter relates to the whole of India, and I know not whether its statements be correct or no regarding the territories of Madras and Bombay and other parts with which I have no immediate concern. As regards the territories under my jurisdiction, the statements and inferences, though coming from one whose knowledge of the subject is great and whose opinion cannot be questioned without deference, do yet appear to me to require considerable correction.

* See Selections from the Records of the Bengal Government, No. XXII.

3. The letter commences with an expression of disappointment at the failure of the system established in 1854, to produce "the expected good;" and a complaint that the expenditure for education had risen under the new system from about ten lacs in 1854-55, to twenty-one and a half in 1856-57.

4. This complaint naturally suggests an enquiry into the purport of the "Instructions" of 1854, and the kind of "good" reasonably to be expected from them.

5. It will be borne in mind that the system of Public Instruction which prevailed up to 1854 had avowedly for its chief object the diffusion of the improved Arts, Science, Philosophy and Literature of Europe—in short, of European knowledge. At the same time it encouraged the cultivation of Sanscrit, Arabic, and Persian—the Classical Languages of India—in special Institutions established for that purpose; and it insisted upon the study of the Vernaculars, together with English, in all Government Schools and Colleges. Moreover it had begun to attempt the institution of merely Vernacular Schools for a lower class of pupils, in extension of a system of Vernacular Education set on foot with much approval by Mr. Thomason in the North-Western Provinces.

6. In all this, which has not been found fault with in the letter before me, the Dispatch of 1854 made no change: On the contrary it bestowed upon the objects and purposes of the system then in existence the heartiest expressions of approbation, and declared an intention to adopt and sustain that system and to give it ample encouragement and extension; especially as "a knowledge of English will always be essential to those Natives of India who aspire to a high order of education."*

7. But the success which was acknowledged to have hitherto attended the exertions of the Government, had been chiefly confined to but a comparatively small number of even that limited class of persons whose means, position, and prospects in life could justify them in adopting the study of English, and could enable them to prosecute it to complete advantage; while the far greater majority of our subjects above the condition of mere laborers, and able from their social cir-

* Paragraph 11 of the Education Dispatch of 19th July, 1854.

cumstances to receive a lower, but still useful and beneficial degree of education, had been left to gain it, if at all, only from their own indigenous Institutions, which afforded very inadequate and imperfect means of instruction. It had therefore long appeared requisite to most persons interested in the well doing of India, that some portion of the funds employed in education, hitherto confined for the most part to the teaching of English to persons in easy circumstances, should in future be devoted to the improvement of the means of Vernacular Instruction, for the benefit of classes lower in the scale than those upon whom our attention had up to that time been chiefly concentrated, with a view to a gradual extension of this great benefit to lower and lower classes, as the progress of the country should enable them to lay hold of it, so that the English Language and the Vernacular Languages of India together might eventually become the means of a greater and still increasing diffusion of useful knowledge among all persons capable of profiting thereby.

8. Accordingly, among other measures directed chiefly to the extension of the existing system for the benefit of the higher classes, it was prescribed by the Instructions of 1854 that, not in substitution of any measures then in use for the education of the people, which were in fact to receive all possible extension, but as an additional means of national improvement, attention should be closely and vigorously directed to the spread of a sound and useful system of Vernacular Instruction. "Our attention," it was stated, "should now be directed to a consideration if possible still more important, and one which has been hitherto, we are bound to admit, too much neglected; namely, how useful and practical knowledge, suited to every station in life, may be best conveyed to the great mass of the people, who are utterly incapable of obtaining any education worthy of the name by their own unaided efforts; and we desire to see the active measures of Government more especially directed for the future to this object, for the attainment of which we are ready to sanction a considerable increase of expenditure."

9. With this was to be combined an establishment of Normal and Model Schools for the training of masters, a systematic endeavour to raise the character and increase the usefulness of the existing indige-

nous Schools described by Mr. Adam and others, and the provision of proper Vernacular School Books, admitted to be a great and crying want.

10. All this exertion in the Department of Vernacular Education was prescribed, as has been remarked, in addition to a large increase of educational power and energy to be applied chiefly to higher walks of learning and science, and to superior classes of students; and the whole was to be completed by the establishment of Universities at the several Presidencies, for the cultivation of the higher branches of learning; regarding the methods adopted for which purpose, the warm approval of the Home Government has only recently been communicated to me by the Hon'ble the President in Council.

11. Lastly it was directed, as a necessary consequence of this considerable extension of the general scope of the efforts of the Government, that the existing system of superintendence by amateur Boards and Councils should cease, and that the business of Public Instruction under each Local Government should be conducted under the supervision of one official head, aided by a sufficient number of properly qualified Inspectors, "who will periodically report upon the state of those Colleges and Schools which are now supported and managed by Government as well as of such as will hereafter be brought under Government inspection by the measures that we propose to adopt."*

12. Thus the Instructions of 1854 aimed at increased effort, stimulus, and encouragement towards the attainment of a high standard of English Education by the majority of the better classes, and for the general spread of European Literature and Science; at a continuance of encouragement to the cultivation of the Classical Languages of India as heretofore prosecuted; at a vigorous, systematic and extended plan for bettering indigenous Vernacular Schools, compiling Vernacular School Books, and facilitating the acquisition of an improved Vernacular education by a large and important section of the people hitherto neglected by Government and left to their own unassisted exertions; and finally at an organized vigilant superintendence and inspection over the whole, without which all the rest would plainly be of none effect.

* Paragraphs 15 to 19 of the Dispatch of the 19th July, 1854.

13. Such the *objects* in view—For the *means* necessarily and unavoidably, and of course intentionally and of set and deliberate purpose—a large additional expenditure on the part of Government, which, so far as it consisted of payment for skilled superintendence, must, by the very necessity of the case, not only be considerable, but must at first, (and this should on no account be overlooked) be disproportioned to the expenditure upon actual education. For the object was increase of Schools, and scholars, and encouragement to local and individual exertion; and the scale of superintendence could not therefore but be more in accordance with what was intended and shortly expected, than with what existed at the time it was framed. Moreover the disproportion must continue to decrease as the anticipated increase takes place in the number of Schools and scholars, and will of itself, if not interrupted, soon vanish altogether. It is a disproportion in short inseparable from, but belonging only to, the commencement of the plan, which cannot fail to work its own obliteration.

14. And now it appears that the expenditure for these grandly beneficial objects over all India, under the great stimulus given by the Despatch of 1854, has increased from ten to twenty-one lacs of Rupees. And this is apparently held up as an amazing evidence of extravagance on the part of the Indian Governments. Yet after all it is for all India much less than a hundredth part of the gross Revenue levied from the people; or say about the cost of five Regiments of English Infantry!

15. Even of this sum, trifling and inconsiderable as it is compared with the immense objects in view, and the vast population for whose benefit it is expended, but a very small proportion belongs to that part of India with which I am more immediately concerned; the actual additional expense for education in the Lower Provinces between 1854-55, and 1856-57, being no more than 2,62,968, or an increase from 5,19,522 to 7,82,490 for a population of more than thirty millions, yielding a Revenue to Government of above eleven millions Sterling annually!

16. But not only is the amount of expenditure complained of as excessive: It is further said to have failed in producing the expected good.

17. What this expected good was I have already shown; and there is not one purpose enumerated, in which the plans of 1854 can be proved to have failed of effect. In the Department of English Education the Schools are crowded up to their utmost capacity, and the demand for the highest degree of education is so great and so increasing that we have been able in the Presidency College to double and in several other Schools considerably to enhance the rate of fees, without in any place more than a slight and temporary diminution in the number of applications for admission and in most instances without any falling off whatever. The University has been set on foot in a manner that has drawn forth the warm approbation of the Home Government, and even in its infancy it has already found scholars capable of receiving its degrees, while several hundred young men have passed the Entrance University Examination. The Classical Languages of India are not less cultivated, or with less effect than formerly, and though there is, and long has been, room for improvement as to Arabic, such as I hope soon to see effected, the study of Sanscrit has advanced and extended. A marked effect has been produced upon the indigenous Schools, not only in Bengal but even in the less congenial atmosphere of Behar, and in the face of tumult and insurrection. Great progress has been made, under a judicious and liberal encouragement, in the compilation of Vernacular School Books, on which work some of the most capable minds are closely and successfully engaged; and by the establishment of Normal and Model Schools, and a large and unexpectedly successful administration of a system of Grants-in-aid, an extraordinary stimulus has been given to Vernacular Education, not among boys only, but even, to some extent, among girls, which nothing but the present financial difficulties has prevented from becoming enormously extended. Finally, the superintendence and inspection of the whole has been in a remarkable degree vigilant, intelligent, energetic, and successful. In what respect then has the plan of 1854, failed of its "expected good?"

18. It cannot surely be that Lord Ellenborough, knowing all this, objects that the ultimate result has not yet been obtained—that while so many fertile fields have been sown but yesterday, the harvest is not yet ripe. Yet in no other sense can it be said that the "expected good" of the Instructions of 1854 has not been realized. All

and more than all that the new system could have been fairly expected to perform in the first two years and a half of its operation has been amply accomplished. But the "good" of a system of national education is not realized in a day; nor, if the requisite foundation be laid, and the materials for the work judiciously prepared, will it be considered reasonable to complain that the finished structure of a people's mental and moral improvement has not started instantaneously into view, complete, at a word, like the magic palace of Aladdin.

19. In speaking of education in Behar, Lord Ellenborough supposes that the Schools of that Province have been forced upon the people against their will, and against the will of the Landholders; or that the people have been in some manner compelled to establish Schools to be pecuniarily assisted by the Government. This, as Mr. Young has shown, is not the case, nor has the Grant-in-aid system been yet extended to Behar. For the error, however, into which he has fallen, His Lordship is, I am bound to admit, by no means without reason. The impotent and unmeaning flourish of a late Inspector about ordering people to educate their children, though taken by them, I have no doubt, for no more than it was really worth, was enough to inspire doubts as to our mode of action, and still more so the utterly indefensible conduct of Mr. Tayler in raising what was, in plain terms, little better than a forced contribution for his Industrial School at Patna; a measure, however, unsparingly checked and suppressed by the Government as soon as it came to notice. But these were occasional and personal errors, and were, I doubt not, so received by the Natives. Indeed the latter furnished an occasion for declaring emphatically the true policy of Government, and for condemning and repudiating the smallest infringement upon the free and spontaneous will of its subjects in regard to subscriptions for educational and other public purposes. And the declaration of the Government in this respect was widely circulated and very generally accepted and appreciated by those to whom it was addressed.

20. I am in a position therefore to be able to affirm with certainty and without the smallest fear of contradiction by any well informed person in India, that, excepting these two instances of error, nothing whatever has been effected towards the spread of education in

Behar, or elsewhere within the territories under my authority, in any manner contrary to the absolute volition and spontaneous will of the people, whether of high or low degree; and that—to adopt the language of the Noble Earl himself—it has been made and is universally within these territories "quite clear to the people that our Government does not desire to assist in the education of a single child not brought to the School with the full voluntary unsolicited consent of its parents; and that whoever offers a subscription to a School is at liberty to withdraw it at any time, and will not be thought the worse of for doing so."*

21. That under these circumstances of absolute freedom of will, the people, (even of Behar,) and to a remarkable extent in other parts of the Lower Provinces, have come forward to profit by our assistance, has been indicated with sufficent clearness in Mr. Young's remarks, and will be found exhibited in full detail in the Statistical Reports of progress periodically published for general information.

22. It has appeared to Lord Ellenborough incredible that Indian parents should voluntarily desire to send their female children to School: And against this possibility his Lordship sets the fact that there is in India, especially among the higher classes of society, a strong prejudice in favor of domestic education.†

23. As to this last point, Mr. Young has well replied that "this prejudice is not confined to India; and he has added the notorious fact that however strong may be the general prejudice against female education, in or out of School, it is undoubtedly giving way (and that not in Bengal only,) before the gradual spread of enlightenment. and the instance given by Mr. Young of the 1370 girls recently sent to School at the simple will and pleasure of the rural population of about forty villages in Burdwan and Hooghly, strong as it is and

* Letter of Lord Ellenborough to the Court of Directors.

† I am not certain if it was intended by Lord Ellenborough to apply this remark regarding domestic education to female education only or to the education of males also: but I lean to the former interpretation and have commented upon it in that sense, as has also Mr. Young. As applied to male education, I do not see the tendency of the remark, unless it were to be inferred that all Schools were needless and at all events undesired by the Natives of India. But this, I feel convinced, was not His Lordship's intention.

unanswerable as to the fact averred is but one of several cases that could be produced to prove the change of feeling which has taken place and is diffusing itself among the people. No regret is too great for the necessity under which the Government of India conceived itself to lie of discouraging and in fact abolishing these forty Schools on account of financial considerations. For the impulse had begun to seize the people, and, having been communicated to them by one of their venerated Brahmins, would assuredly have spread with rapidity if it had been thought possible to take advantage of the golden opportunity, now, I fear, lost for many a coming day.

24. I can add nothing to the forcible observations made by Mr. Young upon the very singular and unexpected assumption by Lord Ellenborough that by the system of education we desire to introduce under the Instructions of 1854, we shall practically give a high degree of mental cultivation to the laboring classes, while we leave the more wealthy in ignorance. It is the fact, as Mr. Young explains, that, up to 1854, the very contrary has been our course, until it has been urged against us as a reproach that we lavished our high education on the higher classes and stinted even the narrowest instruction to the poor.

25. It is a fact also, patent upon the face of the Instructions of 1854, that while they desired to give a suitable Vernacular Education to, (not the laboring classes,) but some of the classes hitherto neglected, by means which must necessarily be very slow in their operation, they sought not to diminish, but, on the contrary, to enhance and extend the advantages enjoyed by the higher classes and the diffusion among them of a higher standard of culture.

26. We may be at ease therefore as to any fatal consequence resulting from our over-teaching the laboring classes: for neither the condition of these classes, nor the nature of the measures prescribed and adopted, renders it otherwise than most remotely probable that they will be at all affected by what we are doing; while the classes who are to benefit by our plans of improved Vernacular Education are, to a large extent, those who get a Vernacular Education already, but of an unimproving, if not indeed debasing, and at all events inadequate and ineffective nature. For these and for all others who are

included within the scope of our endeavours in this direction, the education we try to impart is indeed scarcely more than elementary; and though it will probably fit them better than they are now fitted for the business of the shop and the market, and may open their eyes in some small degree to the moral and physical conditions of their being and of the world around them, it can in no way have any tendency mischievously to rouse their ambition, and, as is judiciously represented by Mr. Young on the authority of no mean masters of the subject, will rather operate to repress political convulsion than to excite it.

27. It is true, as stated by Lord Ellenborough, that the Instructions of 1854 contain no explicit directions to afford aid to Missionary Schools. But it was a necessary and unavoidable consequence of the Grant-in-aid system prescribed by those Instructions that aid should not be withheld from such Schools.

28. It was obvious to the authors of those Instructions that the improvement they proposed to adopt must, under the most favorable circumstances, cause, and as observed by Lord Ellenborough with dissatisfaction, has already caused a large and increasing addition to the public expenditure. It would assuredly have caused a much larger increase of expense, if, as Mr. Young remarks, the Government had determined "to keep aloof from all private Educators and to set up a complete and gigantic machinery of purely State Colleges, Schools, Inspectors, and Controllers, for all classes of the people throughout British India." But this would manifestly have been impossible.

29. "When we consider," was the observation contained in the Instructions in question, "the vast population" of British India, and the sums which are now expended upon educational efforts, which, however successful in themselves, "have reached but an insignificant number of those who are of a proper age to receive school instruction, we cannot but be impressed with the almost insuperable difficulties which would attend such an extension of the present system of education by means of Colleges and Schools entirely supported at the cost of Government, as might be hoped to supply, in any reasonable time, so gigantic a deficiency, and to provide adequate means for

setting on foot such a system as we have described, and desire to see established.

"The consideration of the impossibility of Government alone doing all that must be done in order to provide adequate means for the education of the Natives of India, and of the ready assistance which may be derived from efforts which have hitherto received but little encouragement from the State, has led us to the natural conclusion that the most effectual method of providing for the wants of India in this respect will be to combine with the agency of the Government the aid which may be derived from the exertions and liberality of the educated and wealthy Natives of India, and of other benevolent persons.

"We have, therefore, resolved to adopt in India the system of Grants-in-aid, which has been carried out in this country with very great success; and we confidently anticipate, by thus drawing support from local resources, in addition to contributions from the State, a far more rapid progress of education than would follow a mere increase of expenditure by the Government; while it possesses the additional advantage of fostering a spirit of reliance upon local exertions and combination for local purposes which is of itself of no mean importance to the well-being of a nation.

"The system of Grants-in-aid which we propose to establish in India, will be based on an entire abstinence from interference with the religious instruction conveyed in the Schools assisted."

Thus the Grant-in-aid system was a necessary and unavoidable consequence of the determination to aim at an increased diffusion of education. In no other way could the object possibly be accomplished: and, a general system of Grants-in-aid being for these reasons prescribed by the Instructions of 1854, without any hint of an exception, it followed of course, other things being supposed equal, that Missionary Schools should receive grants like all others. But this granting of aid to Missionary Schools has been objected to by some persons of weight and authority, and by Lord Ellenborough among the weightiest in the letter now before me.

30. In discussing this important question, it is necessary of course to bear in mind the history of the transaction: the aiding of

Missionary Schools should be looked upon, not as a measure by itself, as if it were to be enquired whether, abstractedly from all other operations, it is or is not expedient to adopt a measure for giving Grants-in-aid to Christian Missionary Schools; but whether, it having been determined to aid *all other Schools*, Christian Missionary Schools shall be excepted and excluded: and it obviously lies upon those who would make this singular and solitary exception to a great national measure to give their reasons for the exclusion.

31. To the objects proposed by the Instructions of 1854 no one has raised any opposition. They are universally allowed to have been wise and good. But they cannot be carried into effect without resort to a system of Grants-in-aid, which is also, for other reasons, a desirable system for adoption. Grants-in-aid then are offered, upon certain terms, to all Schools. To Hindoo Schools of all sects, whether followers of Vishnu or Siva, or of the many other religious divisions which prevail among the people known to us by the generic name of Hindoo, but differing on many religious points far more than Roman Catholic differs from Protestant; to the Schools of the Sikh followers of Gooroo Govind; to Jain Schools; to Boodhist Schools; to Parsee Schools; to Mahomedan Schools of both sects, Sheah and Soonnee, to Schools, in short, of every religion and sect, from Peshawur to Cape Comorin; and from the confines of Persia to the confines of Siam *One* solitary exception is only made—the Christian School—all others may be aided and encouraged by the Government, but this must not: And why not?

32. To this the objectors reply that the reason for the exclusion of Christian Missionary Schools is because of the peculiarity of their character: we have promised to the people of India "perfect neutrality in matters of religion;" but the Missionary desires to make converts—to proselytise—and does in fact proselytise, more or less, wherever he is able; we therefore ought not to aid him even in teaching the Rule of Three, lest we should thus aid him in teaching Christianity, and so infringe our promised neutrality.

33. But is proselytism only confined to Christian Missionaries? and do Mahomedans never practise conversion? Does the grave old Moslem village Teacher never turn the tender Hindoo mind aside

from Doorga and Vishnoo to serve the one God of Islam and to believe in Mahomed his prophet? or rather is it not notorious that for one convert made by a Christian Missionary the Mahomedan Missionary in many parts of India makes ten? Nay, are there not avowed atheistical teachers, both of Hindoo and Mahomedan extraction, who glory in making proselytes to their unbelief? Are converts never made from one sect of Hindooism to another? Does the worshipper of Mahadeo never turn Vaishnava at the preaching of some sedulous adorer of Vishnoo? or, on the other hand, the Vaishnava never become a Saiva? Have not many Nepaulese within our territories been converted to Hindooism? and many Hindoos to the religion of Gooroo Govind?

84. In truth, religious proselytism in India is by no means limited to Christian Missionaries, who are certainly the least numerous of those who make conversion their business, and as yet by no means the most successful. Our promise of religious neutrality whether express or implied does not specify Christianity as its only subject; but applies to all religions. Undoubtedly we should offend just as much against it by assisting to convert a Hindoo to Mahomedanism, or a Saiva to Vaishnavism, as by assisting to convert any one of these to Christianity. No doubt Lord Ellenborough, than whom no one has a better knowledge of India, is well aware of this, and rests his opinion on other and stronger grounds: but there are many who adopt the views of Lord Ellenborough without appehending his reasons, and who justify the special exclusion of Christian Missionary Schools from the benefit of a general boon by pressing upon our promise of neutrality a narrow and one-sided construction. They are willing to give any amount of aid to any number of Hindoo and Mahomedan Schools, without asking any questions about the effect produced on religious neutrality as between these two religions, although well aware of the conversions continually going on among them; but they are smitten with an inconceivably scrupulous prudery when asked to aid a single Christian School in the teaching of reading, writing, and arithmetic, see seducing proselytism lurking under every figure of the multiplication table, and tremble for the violation of an already prostituted neutrality.

35. It is manifest that if our promise of neutrality is to be construed in this minute and microscopic or *monoscopic* fashion, it will not merely bar the aiding of Christian Schools but must put a stop to the whole system of Grants-in-aid. The authors of the Instructions of 1854, well informed as to the subject of religious sects and divisions in India, wisely prescribed an entire abstinence from interference with, or enquiry as to the religious instruction conveyed in the Schools assisted; and this was an intelligible and practicable direction. But if to give money aid towards the secular instruction afforded in any kind of School be also to assist in the conversion of every pupil whose religious sentiments may undergo a change in consequence of the peculiar views of his master, or his fellow pupils, so far from abstaining from interference or enquiry, we must enquire closely and constantly into the religious teaching of every so-called Hindoo, or Mahomedan, or Boodhist, or Parsee, or Sikh, or any other kind of School, lest it should tend towards some kind of conversion among the pupils, and thus make us unwittingly guilty of a violation of our religious neutrality. For who knows, without this incessant, (and of course altogether impracticable) enquiry, whether the most seemingly pure Hindoo or Mahomedan teaching may not be proselytism in disguise involving the Government in unknown and unimagined responsibilities? whether the Head Master may not be privately inculcating atheism, or the Persian Moonshee preparing some of his Hindoo pupils for receiving the initiatory rite of Islam, while seeming merely to turn over the somniferous pages of the Goolistan or the Aklaki Julalee?

36. It has been asked (when the question was formerly discussed of admitting Missionary Schools to benefits granted to all other Schools) how it could be just to expend money raised by taxes from the people of India in aid of their conversion to Christianity. "How, for example," it has been said, "would the Scotch feel, and how would they be likely to act, if Scotch taxes were spent upon Propaganda Missions in Scotland?" But surely, I would ask, with great respect for the author of this ingenious query, is not this putting the case the wrong side uppermost? The true and only relevant query is—How would it look if Grants-in-aid being offered out of the general taxation for the assistance of all Schools in Scotland, they

were nevertheless specially withheld from Roman Catholic applicants, because the teachers of that denomination avowed a desire to make proselytes whenever they could? Or how, if they were given to the Established Church Schools and denied, (for a similar reason,) to the Free Kirk Schools? or if any other like arbitrary exception were made, to please a bigoted and, (numerically,) dominant majority? The cases I have supposed are exactly parallel to that before us, for the promise of religious neutrality is every where expressed or else implied, and belongs indeed to the very system of Grants-in-aid.

32. The Hindoo parent whose son submits to circumcision in consequence of the wily arts of his Mahomedan Moonshee at the Hindoo School aided by Government is not one whit less aggrieved at this result of the application of his taxation than he would be if the corresponding accident had happened at an aided Christian School. Why should the one event be more the fault of the Government than the other?

33. Although I am by no means certain that all the Missionaries would agree in terms to the statement, I have nevertheless no hesitation in asserting that it is not really the case, in the sense intended by Lord Ellenborough and repeated by many others, that the primary object of the Missionary Schools is proselytism; and assuredly the people of the country do not act as if they agreed with the Noble Earl as to this part of the subject, for they send their children to Missionary Schools without stint, and, apparently, without the slightest fear of the consequences. There is hardly a Missionary School in the country that has not three or four or more what are affectedly called "heathen" i. e. Hindoo children in it for one Christian child at the School. People confound the Missionary with the Schools he superintends. The primary object of the Missionary is no doubt proselytism; but the primary object of his School is unquestionably proficiency in reading, writing, and arithmetic. You may go into [illegible] Schools one after another in this country, and, unless you [illegible] time, or happen to drop in just when the Bible class is [illegible] will not guess, from any thing going on before you, whether [illegible] in a Missionary School or not. The object of the M[illegible] will appear the same, as indeed it is the same, as that of [illegible]

School on the other side of the way. The Missionary desires to teach the elements of knowledge to his young Christian pupils, and also to as many more pupils as choose to attend, or as he is able to accommodate. He has a firm conviction, no doubt, that it is wrong to teach at all without also teaching the Bible; and accordingly he makes it known, practically, that those who come to his School must submit to read that book; and they read it accordingly, and never make the smallest objection; having found out, (which every Missionary has not,) that the mere thumbing of the Bible as a class book does not by any means tend to make Christians. But they know that the primary object and intent of the School is to teach them to read and write and cypher, and that they will be taught those things effectually; and therefore they go, nothing doubting. Is it not altogether unreasonable to say that the Government ought not to aid the Missionary to do this to two hundred and fifty Hindoo boys in a School, because he is, (out of School,) employed as a religious preacher and teacher, and because he has also some fifty Christian boys in the same School, with whom, in School at all events, he deals and communes no otherwise than with the two hundred and fifty "heathen?"

39. Like Mr. Young, I am quite unable to understand how giving aid to secular teaching in a School superintended by a Missionary can be interpreted into a breach of our pledge of neutrality in matters of religion. The grant is carefully assigned for a defined secular purpose—to pay the salary of a writing master, or a teacher of arithmetic, or it may be to purchase black boards, or geographical maps, or pictures illustrative of Natural History; and care is taken by vigilant Inspectors that the grant is applied no otherwise than intended. The Missionary cannot, if he would, employ the money in any way of proselytism; and in fact is well content to use it in the better teaching of those rudiments of Art and Science to which only it is applicable. All this is mere current fact, of which any one may satisfy himself who chooses to enquire on the spot; and to erect these boards and maps and pictures into 'areas,' an imaginary machinery of religious conversion is so manifestly impossible, that the objectors take refuge either in some supposed dissatisfaction of the Natives, [illegible] somewhat recondite

supposition of an indirect connection between the purposes of the Missionary and the purposes of Government, as if, "though the aid thus given professedly for secular education, the Missionary is enabled to keep the School at all, which he only designs for other and those proselytising purposes."* May it be allowed me, without any imputation of disrespect, to suppose, that they who argue thus would advise the Government, if the question were of dealing with a Missionary Bookseller, or printing at a Missionary Press (no imaginary case, but one that actually occurs) to buy no secular books of him and to employ none of his types and presses lest he should use the money in Missionary operations, and so the Government should commit a breach of neutrality?

40. Let it be remembered that the Missionary and his Christian pupils are not less subjects of the British Government and payers of British taxes than the most unquestionable Hindoos in the country are. Are they not to share in a boon given to all their fellow subjects? Is the mere fact of their religion and their wish to extend it to exclude them from a benefit which may be enjoyed by the veriest hedge-pedagogue in the neighbourhood, bigot and proselytiser as he may be in his way—if he be but a Hindoo or a Mahomedan?

41. And let it be remembered also that nobody is forced to send his son to a Missionary School. If the Missionary Schools, even in the immediate vicinity and presence of "neutral" Schools, are crowded with Hindoo boys, why is it but for the sake of the education to be got there? "I should feel," shrewdly remarked the present Chief Justice of Bengal,† "the abstract injustice of supporting Missionary Schools in part with the funds derived from the general Revenues of the country far more strongly, if I did not know that many Hindoo, if not Mussulman parents do send their children to Missionary Schools for the sake of the secular instruction to be had there, without much fear of their being converted." No doubt the comparative cheapness of the Missionary School has its effect in attracting pupils; the Hindoos being glad, for the difference of perhaps a few annas, to resort to the Missionary School not

* Lord Ellenborough's letter.

† Bengal Select Records, No. 22, Page 60.

considering the chance of conversion worthy to be weighed against the saving of their money. But if, on such slight pecuniary inducement, large numbers of Hindoos send their children to these Schools for the secular advantages they give, the notion of excluding the Schools from the general benefits of Grants-in-aid becomes to me altogether unintelligible. This is to be more Hindoo than the Hindoos themselves. The Hindoos are not afraid of the Schools, nay they approve of them, and show it by sending their children to them in large numbers; yet we are on no account to aid them, out of respect for the consciences of these very Hindoos; Nay we are to be afraid of being seen looking over the hedge at them, and are to shrink from the responsibility of giving them a single obolus, lest, as Lord Ellenborough says, it should "naturally give alarm to the people."*

42. Although I think that they are in error who would construe our promises of "neutrality in religious matters" as applying only to Christianity and not to all other religions in India, I am by no means desirous of limiting our obligations by any appeal to a mere construction of phrases. The justice and policy, nay the essential Christian duty of holding the Government clear of all concern and interference with the religious controversies of its subjects is, in my mind, anterior and superior to all actual pledges; and is indeed the foundation on which alone can rest the political rectitude of any such pledges, and the only reason by which they can be rationally justified. I refuse therefore to assent to the views of those who would restrain the Government from connection with Christian Missionaries while allowing it to mix freely with the schemes of Hindoo or Mahomedan proselyters, or who would rest the question solely or chiefly on the ground of danger to our own power, or of offence likely to be taken by our subjects because of any given measure, without reference to other and larger considerations. With regard to danger—we must

* I have just conversed with the Head Master of a Missionary School at Garden Reach, aided by Government. He has 160 boys, all, I think, Hindoos, and [illegible] nearly all the masters are Hindoos but himself. The Hindoo parents make no objection to his teaching, and so great is the desire to make use of the School that the rate of monthly Schooling payment has been quadrupled in two years, without [illegible] reducing [illegible] the numbers of the pupils. He was [illegible] and that he trained the boys up to the University Entrance [illegible],

weigh it, undoubtedly, in every case against the duty proposed; and though we ought not lightly or carelessly to incur it, or to rush upon it for trivial or unimportant objects, we can never permit ourselves to shrink from it when the question is of justice and equity, or of our admittedly highest moral obligations to the people over whom we rule. And as to offence—we are bound, no doubt, not only not to attempt to introduce the force and influence of Government into that which ought to be matter of private conviction between man and his own conscience, but also not to act so as to be suspected on plausible grounds of doing so,* yet we are not to yield up all our equitable and beneficial purposes to the mere puerilities of Native Indian prejudice, or to resign the duties of our sovereignty at every unintelligible cry of groundless and unreasonable alarm. Just offence to the religious feelings of our subjects we should never give, if it be possible to avoid it; but it would be vain to shape our measures so as to avert every frivolous and unmeaning ebullition of superstitious or ignorant credulity. Had this been our own practical construction of our duties, or our promises, we must have withheld from all innovation upon the consecrated barbarisms which have from time to time fallen unlamented before the advance of our English Civilization. Widows would still be burnt alive on the banks of the Ganges; human sacrifices would still delight the bloody Doorga at Kalighaut; the car of Juggernauth would still yearly roll over its crushed and writhing victims, and Brahmin murderers would be exempt from capital punishment as in the days of Vicramaditya.

43. If indeed reasonable or unreasonable offence given to the prejudices of the Natives, and even the most indirect attacks upon the doctrines of Hindooism, or Islam be infringements of "our promised neutrality in matters of religion," which seems fairly to result from the arguments used against assisting secular education in a Missionary School, I see not how we can prosecute our schemes of education at all, or how the scientific and historical teaching of our Government Schools and Colleges can be acquitted of complicity with proselytism. "We are teaching," as Lord Ellenborough himself says, "new things

* Speech of Lord Stanley at Fishmongers' Hall.

in a new way." And those things are not only new, but they are so palpably incompatible with the fundamental facts and doctrines of the religions of our Indian subjects, that those subjects have become well aware of the consequences of acquiring them. Mahomedans avoid and anathematise our most secular Schools, avowedly because the teaching employed cannot but have a tendency to shake the foundations of their faith: And Hindoos openly talk of the acquirement of a high standard of education in one of our Colleges, as synonymous with disbelief in the articles of Hindooism. To adduce these facts is to reveal nothing that is not thoroughly known and widely discussed in all Native Society; and no one is blind enough not to perceive, or hardy enough to deny, that the knowledge communicated in Government Schools professedly non-Missionary, conduces directly to uproot the ancient forms of belief, and thus to prepare the way for the reception of new. Will they who scruple at the gift of a map, or an elementary treatise on arithmetic to a Missionary Teacher of secular knowledge, lest it should involve them in the indirect conversion of a Village School-boy, continue to teach Geography and Astronomy to Hindoos and Mahomedans, heedless of the effect of these and other sciences on the permanent orthodoxy of both these sections of our subjects? Or, on the other hand, will they in consistency put down all our Colleges and Schools "to tranquillize the minds of the Natives," and cover again the fair face of India with more than the old darkness from which it has begun to emerge, in order to regain the people's confidence and rule in patriarchal security?

44. I am not disposed to deny that there has been a little too much *fuss* made about the extension of education; and that it would have been better to act without quite so much talking, especially in the darker and less educated parts of our dominions, where I think that the people have been, in their ignorance, rather frightened about our measures, and therefore suspicious as to the result. In Behar, no doubt, they called the Inspector's office "Sheitan ka dufter khanah"—the *devil's Counting House*, which certainly shewed scant affection towards it, and a decidedly imperfect appreciation of the benefits to be ultimately derived therefrom. Moreover, until it was

authoritatively suppressed, they were appalled by Mr. Taylor's gigantic "benevolence," levied for the sake of his favorite Industrial Institution. This was, however, partly accidental, and partly the result of the dense ignorance of the people of that part of the country. And it has been most justly remarked by Mr. Young that, as might indeed have been anticipated, the greater the spread of education in any part of our territories, the greater in that part was the loyalty of the people during the late disturbances, and the less their apprehensions as to our motives and intentions.

45. I do not think it possible, either in Behar or in any other part of the world, European or Asiatic, to inaugurate, however cautiously, a system of education for a people yet wholly ignorant and benighted, without exciting suspicion, or dissatisfaction, or both. Nor do I believe that your benighted European peasant is a bit easier to exalt than his Hindoo brother in the Province of Behar, or at all less jealous and suspicious when his prejudices are attacked, or interfered with. But what then? Are we to stay our healing hand because the patient is ignorant and refractory? The condition of popular ignorance is every where the condition of political danger; and for that reason alone we ought to persevere in our endeavours to remove it. It is a career in which every step lessens the difficulty of advancing, and in which ultimate success is certain.

46. Far therefore very far am I from agreeing with those who would abandon the effort because, in the first instance, the people have any where shown a disinclination, or even dissatisfaction regarding it. It may be right to use more caution and to be more on our guard against the errors of unscrupulous, or over-zealous agents; but the deeper and darker the ignorance the more determined and persevering should be our endeavours to remove it. At the best it must be the work of time, and of a long and weary time, a time full of difficulties and discouragements, and, if you will, of dangers. But the sooner we begin, the sooner we shall succeed in making an impression; nor is there any reasonable ground for believing that, without our exertions, any thing will ever be accomplished. As the peasant of Behar has been for two thousand years, so he may be, for lack of any internal and self-vivifying influences, for two thousand

years more, unless we interfere to change him. To sit still and fold our hands in expectation until the people shall of themselves be "ready" for education, is to repeat, in another shape, the old story of the expectant rustic on the river bank; nor should we forget that while we inactively gaze and gaze at the still impracticable flood of popular ignorance, it may suddenly rise and overwhelm us in a moment.

47. Our wisdom then, no less than our duty, is to persevere in what we have begun, and not to turn our backs upon Behar, or any other parts of our territory, because there is difficulty or danger in the path of improvement. It is certain, however, that both the difficulty and the danger are exaggerated and look imposing only to those who keep at a distance from them and view them through the delusive mist of prejudice and misinformation. As to difficulty—the progress of Bengal even within the memory of living witnesses, is a proof of the aptitude of the people, and of their plastic docility. And though it is not uncommon in these days to attribute the recent mutinies to our educational operations, and even to propose to draw back from them for fear of similar consequences in future, the error of this opinion is like that of a man who after unwisely and incautiously exposing a barrel of gunpowder to all kinds of dangerous influences, and having by good luck, and in spite of bad management, long escaped without an accident, should at last, when the fatal and inevitable explosion takes place, blame neither the gunpowder, nor his own rashness and indiscretion, but rather lay the whole mischief to account of some one of many little sparks flying about, and talk of limiting the use of fire and candle in future to prevent similar occurrences.

48. The people of Behar doubted and disliked our plans of education, as all ignorant people doubt and dislike schemes for their improvement. But if the army had not mutinied the people would never have thought of rebelling in consequence of our Schools, nor have they now thought of it. For the few of the people of Behar who have joined the rebellious Troops have done so, some because they were bound with those Troops in the closest ties of relationship, and others because they were thieves and plunderers by taste and

profession, and ready to take advantage of any moment of confusion. And, except in rare cases, no especial hostility has been shown towards educational buildings or persons, so that the work of the Schoolmaster has gone on, little if at all affected by the surrounding disturbances. The army mutinied because it was a mercenary army, ill-organized, mis-governed, spoilt, encouraged into the grossest exaggeration of its own supposed power and importance, unwatched, unguarded, unsuspected, and, in its material, ignorant, uneducated and superstitious beyond all other classes of our subjects. Of all men in India the Sepoys had known the least and felt the least of our zeal for education; which, whatever it had incited us to do elsewhere, had never led us to think of educating the Soldier, or of raising him from his debased and semi-savage intellectual condition. It was an army always more or less mutinous, always on the verge of revolt, and certain to have mutinied at one time or another as soon as provocation might combine with opportunity. It is vain to talk of this great, but always impending, always inevitable mutiny as if it had been caused by a few Schools in Hindoostan. The mutiny had many causes of which Schools were the most trifling and the most inconsiderable, and it would have taken place, sooner or later, though there had never been a child taught to cypher from one end of India to the other.

49. Regarding the observations of Sir George Clerk appended to Lord Ellenborough's letter Mr. Young seems to have made nearly all the observations that are required. Sir George Clerk's paper is indeed not an easy one to follow in its present shape, it appearing to consist of independent memoranda jotted down at different times without any necessary connection and without any purpose of publication, and thrown together, rather by accident than by intention, without any opportunity for connection and arrangement.

50. It is apparent, however, that Sir George Clerk is not one of those who would refrain from endeavouring to obviate the dangers of popular ignorance; or who are content to give a high education to the higher classes while neglecting to improve the Vernacular Schools of the lower. On the contrary, he sneers at the attempt to enable the Natives to speak, or, as he phrases it, "to babble" the language of

their Rulers, and looks back with satisfaction to his own advocacy of the claims of the indigenous Village School for the poor to the support and assistance of Government; which, he says, led to those measures of Mr. Thomason's for the extension of Vernacular Education which have attracted so much approbation and are lauded by Sir George Clerk himself. Those measures, which differ considerably from those adopted for the same end in the Lower Provinces, and which have ever since been pursued in the North-Western Provinces, have formed the model of all subsequent educational measures in those Provinces, and have been usually considered very successful; but they have recently been accused by Mr. Raikes and Mr. Gubbins of causing great dissatisfaction, not so much on account of any objection made to the system of teaching, as because of the special taxation by which they are (or were) supported and the methods by which it was levied.

51. Of the objectionable schemes and practices of "some of Mr. Thomason's Subordinates" alluded to in Sir George Clerk's paper without distinct specification, as marring the fair promise of that eminent man's exertions and destroying the benefits he had intended by his educational plans in the Provinces over which he ruled so well, I confess I never heard, nor are they mentioned in any of the official reports of the time. But Sir George Clerk has large access to means of accurate information, and has doubtless not written without due authority. It is probable, indeed, that Mr. Thomason, like others in a similar position, may have had occasionally to contend with the rash and unguarded zeal of a few self-constituted Official-Missionaries, impatient of moderate counsels and intolerant of the clearest pledges of fair religious neutrality. But I doubt if Mr. Thomason was likely to allow his plans to be in the main at all affected by any such partial and temporary difficulties; and what is so well known and approved as Mr. Thomason's system of Vernacular Education had, assuredly, not the smallest taint of religious intolerance and was far more likely to be condemned than approved by any of those intemperate advocates of extreme counsels to whose supposed influence over Mr. Thomason's measures Sir George Clerk is disposed to attribute so much importance.

52 I trust, I may be excused for saying with real deference to Sir George Clerk's name, experience, and authority, that the evidence which he has adduced in proof, as it would seem, of the connection of our educational measures with the "passiveness or misconduct" of the people during the late mutinies is not convincing to my mind. Mr. Colvin, it seems, mentioned in May, 1857, as an instance of wide deep and unfounded delusion, that "many certainly thought we were tricking them out of their caste." And Sir George Clerk asks with some indignation "what sort of a system of education and superintendence of education, of which it is boasted in published reports that it pervades the influential as well as the humble classes, has that been, when after ten years operation, by means of expensive and numerous establishments of every sort the masses consider its Patrons to be dishonest and tricky?" But I do not feel certain that this application of Mr. Colvin's phrase to the system of education is actually warranted by any part of Mr. Colvin's expressions. Mr. Colvin said we were erroneously supposed to be tricking the Natives, but he did not say we were thought to be doing this *by means of education*. He alluded I think rather to the current story of the greased cartridges, then generally put forward as the exciting cause of the mutiny.* Further Mr Colvin, who was certainly entitled to be heard on the subject, calls this supposition a "delusion." But on this head Sir George Clerk gives no weight to

* The phrase alluded to by Sir George Clerk occurs in a hasty Telegraphic Message from Mr. Colvin to the Governor-General dated 24th May, 1857, a time of confusion, agitation and alarm. Mr. Colvin says:—"On the mode of dealing with the mutineers, I would strenuously oppose general severity towards all. Such a course would, as we are unanimously convinced by a knowledge of the feeling of the people, acquired amongst them from a variety of sources, estrange the remainder of the army. Hope, I am firmly convinced, should be held out to all those who were not ringleaders or actively concerned in murder and violence. Many are in the rebels' ranks because they could not get away: many certainly thought we were tricking them out of their caste; and this opinion is held, however unwisely, by the mass of the population, and even by some of the more intelligent classes. Never was delusion more wide or deep. Many of the best soldiers in the army, amongst others of its most faithful section, the Irregular Cavalry, show a marked reluctance to engage in a war against men whom they believe to have been misled on the point of religious honor." Such a message as this is not greatly to be relied upon for any theory of the mutinies, but such as it is, it seems to me to afford no ground for Sir George Clerk's construction of its meaning.

Mr. Colvin's authority; on the contrary, he differs from him altogether. "Every one," he says, "acquainted with the actual state of things in the North-Western Provinces, knows that this was NO DELUSION. It is rather hard perhaps that Mr. Colvin should be credited for his knowledge of "the actual state of things" when he says what favors of Sir George Clerk's opinions, and discredited when he speaks on the other side of the question.

53. The foregoing remarks relate, however, to the North-Western Provinces and are foreign to my immediate jurisdiction. But, coming to that part of India with which I am chiefly concerned, Sir George Clerk finds a proof of the connection of our education system with "the disloyalty of the people of Behar" in a newspaper "known" (to Sir George Clerk,) as "the organ of the Government of India," which it appears has delivered itself of an opinion on the subject to the effect that the people of the Province in question had been excited by an educational controversy in 1855, and "large classes were known to be deeply disaffected." But I really cannot admit that "the people of Behar," have shown any disloyalty, but in general, and in the great majority of cases, a very different feeling. The peculiar case of the Sepoy District of Shahabad cannot be quoted as an exception; and even in Shahabad not a few of the most influential people have sided with us, including the predominant Rajah of Doomraon, who has suffered with us, made common cause with us, and been present in person, with a very useful contingent, in more than one engagement. The loyal services of the two great Rajahs of North Behar, the Rajah of Bettiah and the Rajah of Hutwa, have been conspicuous, and the Rajah of Deo in South Behar raised a force of horse and foot at my requisition, and headed them with eminent success to repress the insurrection in Palamow and where the small garrison engaged in its defence. And many smaller chiefs and persons of condition and influence in the Province have likewise so acted as to deserve and receive the marked acknowledgments of Government. It is due to them and to their many dependents who followed the example of their leaders, that I, to whom their loyal services are known, should not be silent when they are included with a whole Province in a general and most undeserved charge of disloyalty, which would not

have happened, but that Sir George Clerk when he wrote had not yet been made acquainted with the facts.*

54. Sir George Clerk has justly censured the egregious blunders of those who are said to have employed "regular Clergymen of the Establishment in the Government Educational Department." Assuredly I should join with Sir George Clerk in objecting to the policy of employing such agency. But I may add that nothing of the kind has taken place in the Provinces under my administration; nor indeed, as far as I am informed, in any part of the North-Western Provinces.

55. The Extracts from private Native letters quoted by Sir George Clerk are obviously not adduced in proof of the educational delinquency of the Indian Government, for they do not contain a word on the subject. One man in Bombay bewails the calamities produced by the rebellion and complains of the "rabid Indian Press," as calumniating his innocent countrymen. Another thinks the Sepoys were rendered suspicious of our intention to convert them by the thoughtless zeal of the officers preaching on the Parade ground and in the Cantonment. A third remarks generally that a Government is strong

* I find that the notion of the disaffection of Behar has been more recently imparted to the British public by Mr Russell the *Times* correspondent, who in a letter dated 28th August 1858, has the following special paragraph devoted to the fact.—

"Behar has exhibited such deep seated thorough disaffection that it must be searched to the very core by our troops as soon as the weather permits them to move. When this spirit of hostility has been subdued it will be deeply interesting to enquire what were the causes of its existence, and why the District which boasts the oldest settlement and which has been longest under our rule should have proved so inimical to the Government. The Punjab, our most recent acquisition, faithful; Behar, our oldest possession, bitterly opposed to us—there is a problem here for our Indian Statesmen and their English councillors."

There is no foundation for this. Behar consists of eight Districts, seven of which have shown no symptom whatever of disaffection or hostility to Government. The eighth is Shahabad, which is a Sepoy recruiting District and has certainly been disaffected though not wholly. But even Shahabad would probably have shown no disaffection but that a large part of it was held for several months by the rebel force.

Even the supposed disaffection of the city of Patna has proved a mistake. The city has remained perfectly well affected from first to last, and on one remarkable occasion when a few intruders from without endeavoured to excite the people and get up a disturbance, the whole city held aloof and testified unmistakeably the entire peaceableness of its inhabitants. The disaffection of Patna and the danger of Patna have been loudly proclaimed for personal and peculiar objects. But they have been proved altogether without foundation.

which commits a breach of faith and requires of the people what to them is an abomination. A fourth has an objection to "inflammatory Christian articles in newspapers," and thinks such things, combined with greased cartridges, may sometimes produce fearful results. But all this has no relation to the alleged evil influence of our Schools and Colleges, and is not quoted by Sir George Clerk with any reference to that particular subject.

56. Undoubtedly, in so vast a country as British India, administered through a numerous body of agents under circumstances of unavoidably imperfect control, instances will occur of individual imprudence, or even injustice, which are of course to be reprobated and deplored. Sir George Clerk has mentioned a few isolated occurrences of this kind; but he does not need to be reminded that they cannot be treated as if they were specimens of the constant deliberate acts of the Government and of all its Officers. A gentleman has told Sir George Clerk that his *locum tenens* proposed a very foolish thing to the Government;* and there is perfect justice in the remarks which follow on the wrongfulness of such a course "as between a foreign Government and the tax-payer of another religion." But no blame can attach to the Government to whom the folly was proposed till it be ascertained whether they accepted it or rejected it. It may seem almost certain that the proposition was rejected, seeing that no Missionaries are, or ever have been appointed Inspectors of Schools, at all events on this side of India. Surely Sir George Clerk would have thought it hard, if, in the course of his eminent career in India he had been held answerable for every vain proposal for which he had ever rebuked a stupid subordinate. It is stated in another part of Sir George Clerk's paper that in the Jail at Prome, a Missionary has been (very injudiciously as I think,) allowed to enter the Jail and preach to the prisoners. But this must have been a local and pecu-

* "A gentleman who lately came home on leave, and than whom no one in the Bengal Service exerts himself more for the proper schooling of the Natives, and for their improvement in every practicable manner, told me lately, as an instance of the want of judgment displayed by some Officials in the North-Western Provinces, that his *locum tenens*, who is also a Civilian of several years' service, 'had actually proposed to the Government to appoint a Missionary to be paid Inspector of the Government Tehseeldaree Schools.'"

liar departure from right policy. A similar thing was lately proposed to me for the Jail at Monghyr and was immediately disapproved and prohibited.

57. I could wish that Sir George Clerk had been more merciful to "our Chief Presidency in India," meaning no doubt Bengal, which is sharply censured for habitual "exaggeration," for "fallacious reports," and for "vain boastings,"* upon the authority of some unverified quotation from one of "its publications" which certainly cannot be traced in this part of India, and would seem from its text to have been taken from some obscure report of operations in Ceylon. It is but natural that I should be anxious to relieve Bengal from such serious charges against its administration. But I am willing to believe that it happened only through mistake, and that Sir George Clerk will be the first to exonerate us when he is reminded that it does not follow that Bengal reports are exaggerated because they exaggerate (if they do) such things in Ceylon.

58. In another part of Sir George Clerk's paper (owing no doubt to the promiscuous manner in which these memoranda have been thrown together without any apparent intention of ultimate publication) a report from Behar is made (as shown by Mr. Young,) to appear as if it were part of a report from Bengal; and a conclusion is thence drawn which of course is necessarily erroneous; and it is partly in consequence of this mistake as to his references, that we find it further observed by Sir George Clerk, as if it were a notorious and unquestionable fact, that the fate of Native females leaving "such Schools" is "unhappy." I may be permitted respectfully to observe upon this statement (1) that one of the two reports thus quoted together speaks entirely of boys' Schools; (2)

* "Looking to our Chief Presidency in India, it is always as well when considering the real condition of our Schools even there, to make allowance for such exaggerations as are stated in very moderate figures in one of its publications, reviewing summarily the present state of Ceylon in the following terms:—'The remarkable discrepancy between the actual average attendance and the merely nominal attendance as exhibited by the admission book is not a phenomenon peculiar to Ceylon. There is perhaps no place in which it sometimes more strikingly manifests itself than in the Metropolis of British India; 1500 or 1000 may be reported and boasted of as registered in the admission book, when the actual attendance may not in reality much exceed 600. All such reports are utterly fallacious—all such boastings must be utterly vain.' "

that the second of these amalgamated reports speaks of a private girls' School with which the Government had no concern, and which the Inspector did not presume to visit, and (3) that the "unhappy fate" of these girls must be a matter of the imagination, as there is not on record a single instance of any such "fate" as is herein darkly surmised, not to mention that if girls had gone wrong after leaving a private School at Baraset or elsewhere, it would not have been for the first time in the history of the world, neither could it possibly have been the fault of Government.

59. The allusions in Sir George Clerk's paper to Jail outbreaks in this part of India, and to the alterations in the law of inheritance do not profess to have any relation to the subject of education and therefore may be passed over here, though generally judicious and well worthy of careful consideration. But I would observe with reference to a particular allusion in this part of Sir George Clerk's memorandum, that no prisoners have been shaved in any Jail by order of the Bengal Government.

60. No observation is called for from me by Sir George Clerk's remarks on the Free Press, or on the systems of education specially belonging to Madras and Bombay, which, if they need it, will doubtless receive due notice from those who are concerned in and well informed regarding those systems, and I will conclude with the following brief observations upon the four specific recommendations of Sir George Clerk quoted below.

61. 1st. * In the territories under my jurisdiction there is under the control of Government no system of insidious conversion by means of Schools professedly secular or by any other means.

62. 2nd. † The Missionaries have I think been shown to be in-

* 1st. "Not only to restrain the present erroneous system of insidious attempts at conversion by means of Schools professedly secular but to prevent the threatened display of still greater indiscretion prompted by that feeling of immunity from further retaliation which is imparted by the late arrival of 50,000 additional British Troops and the belief that twice as many more will be promptly supplied as soon as asked for."

† 2nd. "To emancipate the Missionaries from all connection and entanglement in Government measures, in order that they may continue to be at least respected by the Natives of India, as they formerly deservedly were throughout that country even during any sudden outrages perpetrated against District Authorities."

volved in no connection and entanglement, such as is here supposed, requiring their emancipation. They would indeed be the last to allow themselves to be so entangled.

63. 3*rd*. *The Court of Directors have encouraged the employment of their Civil Servants at the head of the Departments of Education, and I may submit that it is obviously desirable that the Government should, through its own servants, have the closest and securest control over that branch of administration, so as to guide it according to its own views. It will certainly be easier so to guide it if the business is in the hands of Covenanted Civil Servants than otherwise. For the rest Sir George Clerk has not I am sure perceived that if the reasons he assigns were admitted, they would prove that the Covenanted Civil Servants were unfit to be employed in any important branch of administration, which is assuredly not an opinion likely to meet with Sir George Clerk's support. They "are eager," says Sir George Clerk, "when employed in this Department," for immediate distinction in the sphere in which they find themselves temporarily placed. But this eagerness for immediate distinction, is, I need hardly say, not peculiar to Civilians employed in the Department of Education, nor can I think that Sir George Clerk was aware of the undeserved pain he was likely to inflict on many honorable and excellent persons when he seemed to describe them as capable of deceiving their employers by a "hollow discipline" and by bringing forward the zeal of false friends to counterbalance the dissatisfaction of a portion of the community, while they are unable to detect or unwilling to expose the "rose-colored reports of their subordinates," and their measures are "crudities and frivolities;" Sir George Clerk expresses his belief that it is only from persons not in the "Military, Civil or Clerical branches of the administration that we can expect" honest zeal, patient labour, and indifference to personal distinction. But he will I am sure forgive me for declaring my conviction that these virtues, rare though they may be in all classes, will not be found less frequently within the ranks of the Government Service than without

* 3*rd*. "To discontinue the practice of appointing Civilians or others properly belonging to the Civil or Military administration to conduct any of the Departments of Education."

them: and that the Members of the Service of which Sir George Clerk was once so distinguished an ornament, and in which his name will long be remembered with pride, have not, since his departure, so greatly deteriorated as the words of his present recommendation might lead some to suppose.

64. 4th * I may safely assure Sir George Clerk that the Government of India has really considered this matter both carefully and calmly, and I am satisfied that the more searching is the enquiry made the more fully will it be established that the Government of India has not in any manner encouraged any "attempt at proselytism open or disguised."

65. It is indeed curious to observe how the Government of India is attacked on both sides regarding this question; and it might perhaps be somewhat trying to the patience, were it not for the evidence thus afforded of its real justice and impartiality. By the extreme professors of one party it has been reproached for indifference and lukewarmness in the sacred cause of religious truth, and stigmatized as "anti-christian" at least, if not atheistical: and now it is censured for "open or disguised attempts at proselytism" and solemnly reminded of the State virtues of charity, patience, and toleration! Nay it is even accused of darker and deeper profligacies which are said to have so clearly led to the recent mutiny that it is waste of time to seek for any other cause. It was occasioned, it seems, by the feelings of the Natives having been *outraged* on very tender points regarding their religion and their VEILED DAUGHTERS *(sic!)* and by *the destruction of all Native confidence in the security of property.* I cannot but think that this very singular statement must have found place in Sir George Clerk's memorandum only by some extraordinary mistake or inadvertence, and I make no further comment upon it, partly for this reason and partly because I am obliged to say, I hope without dis-

* 46. "The Government of India should be directed to consider in a calm and unobtrusive spirit the best mode of rendering education really popular, to regulate it with no attempt at proselytism open or disguised and to rely that our greatest strength consists in regarding with feelings of charity and patience the pursuit of religious instruction by all of different persuasions according to their several creeds."

respect to Sir George Clerk, that I really do not understand its meaning.

FRED JAS HALLIDAY.

Dated the 19th November, 1858.

ERRATA IN VOL. I.

Appendix A. p. 26, line 10, *for* 104 *read* 111.
„ „ line 11, *for* 333 *read* 353.

Appendix A.

EXTRACTS FROM REPORTS OF THE INSPECTORS OF SCHOOLS, PRINCIPALS OF COLLEGES AND LOCAL COMMITTEES OF PUBLIC INSTRUCTION.

Inspectors' Reports.

FROM

THE INSPECTOR OF SCHOOLS, EAST BENGAL,

To

THE DIRECTOR OF PUBLIC INSTRUCTION,

Dated, FORT WILLIAM, 18*th Sept.* 1858.

SIR,

IN obedience to the order contained in your Circular, No. 1135, dated 28th May 1856, I have the honor to submit my Yearly Report on the state of Education in the division of East Bengal, during the year ending 30th April 1858.

2. In the month of March last, the Schools in the Province of Arracan were, after much consideration, removed from the charge of the Director of Public Instruction and placed under the control of the Local Authorities of the Province. The manners and habits of the Arracanees, their language and religion, and their national system of Education by Poongees, all coincide with what is found in Pegu and differ diametrically from what is found in Bengal. Indeed so wide is the difference between the character of the Bengalis and Arracanees, that the Commissioner at Akyab considers it a safe argument to assert that what is a right system for Bengal, is a wrong one for Arracan. No two nations in the world differ so widely as the Arracanees and Bengalis. Hence, in Justice and Police, in Trade and in Education, the experience gained in Bengal is

considered useless if applied to Arracan. There is no doubt that Arracan, in Educational operations, should be united with Pegu and the Tenasserim Provinces, as the same language and customs obtain in them all.

3. Arracan being removed from my charge, the educational division of East Bengal contains, exclusive of the Sunderbunds, a population of 6,800,676 souls, and an area of 25,692 square miles, according to the Census published by Parliament on the 27th July 1857, which embodies the last information on the subject.

DISTRICT.	Area in Square miles.	Population.	Number of persons to each mile.
Calcutta, ... 24-Pergunnahs, ...	*2,277	701,182	307
Baraset,...	1,424	5[illegible]2,000	366
Jessore,...	3,512	381,744	108
Pubna, ...	2,606	600,000	230
Furreedpore, ...	2,052	855,000	416
Dacca, ...	1,960	600,000	306
Burisal,...	[illegible],794	733,800	193
Tipperah, ... Noakhali, ...	4,850	806,950 600,000	290
Chittagong, ...	2,717	1,000,000	368
	25,692	6,800,676	264

4. If we apply to Bengal, Horace Mann's deductions from the Educational Census of Great Britain, one-fourth part or 1,700,169, are children between the ages of 4 and 12 years. If half of this number be girls, who in Bengal are prohibited by the custom of the people from

* This number is different from that given by Major Thuillier, in his Map of the 24-Pergunnahs, which is the best authority.

obtaining education, it follows that there are 850,084 boys who should be at School.

As longevity however is greater in England than it is in Bengal, the proportion of children between the ages of 4 and 12 must be larger in the latter than in the former, so that in rough numbers one million boys in East Bengal should be at School.

The following are the Statistics of those really at School (excluding Calcutta) in Institutions subject to Government inspection or control:—

	Number of boys. 1857-1858
In the Dacca College,	41
Dacca Collegiate School,	278
10 Government Zillah Schools,	1,127
5 Government Vernacular Schools,	334
1 Government Normal School,	90
1 Model School,	77
2 Superior Grant-in-aid Schools,	248
36 Intermediate Schools,	2,626
61 Vernacular or Elementary,	3,929
	9,150

In addition to this number, there are in the 147 indigenous Schools under improvement, 5,988 boys, and 132 girls, taught by the Gurus of the Schools and by 55 Pundits paid by Government. Many of these Schools are quite equal to the aided Schools, but as some are inferior, I shall not at present take them into calculation.

5. The number of boys in the regular Schools has increased from 3,862 on the 30th April 1855, to 9,150 on the 30th April 1858, that is, has increased 235 per cent. The rate of increase, considering the constant discouragement under which the department has laboured gives hope for a vast development in future, but the proportion to the mass of the people is still utterly insignificant.

In England and Wales the progress of elementary education is

exhibited in the following Table taken from Barnard's Work on National Education in Europe :—

YEARS.	Day Scholars.	Population.	Proportion of Day Scholars to Population.
In 1818, ...	674,883	11,398 167	1 to 17
1833. ...	1,276,947	14,417,110	1 to 11¼
1851.	2,108,473	17,922,768	1 to 8½

Increase of population from 1818 to 1855, 57 per cent.

Increase of day Scholars from 1818 to 1851. 212 per cent.

England has one in every eight persons at School. Bengal, according to Mr. Adam, has one in every fifty. England is however far from being the best educated country in the world, not one-half of her Juvenile population receive education of any description whatsoever. In the North Eastern States of America ninety-five boys, out of a hundred attend school. In Prussia, the population is as nearly as possible the same as in England (about 17 millions), " yet in Prussia " there are 25,000 primary schools, containing 2½ million scholars, " 120 Gymnasia with about 30,000 pupils undergoing the highest " classical education, and 7 Universities open to all at the most moder- " ate cost The number of children in Prussia between the ages of " seven and fourteen is reckoned in round numbers at three millions " thus leaving only a very small proportion of absentees to be account- " ed for from illness and other unavoidable causes." (Blue Book on " Education, page 58).

Arrest of the progress of Educational operations.

6. The present discouragement in Bengal to the cause of education, arises not only from the ignorance and apathy of the people, but also from the suspension of active operations to remove the evil. The comparative or rather the utter destitution of Bengal in the matter of public instruc-

ion for the masses, was known long ago and was admitted as an ex... p... the great Education Despatch Means were supplied to commence operations, and a year ago the assignment was raised to Rupees 10,000 a month, but at the same time it was intimated that the Supreme Government disapproved of the system pursued by the Government of Bengal and "refrained from arresting it at once only with a view of "obtaining the Lieutenant Governor's full opinion on the subject be- "fore coming to a decision."

7 The Bengal system was to establish at distances of not less than ten miles from each other, Vernacular Schools aided by grants of about Rupees 10 each, in the hope that these Schools would serve as models for the establishment of other Schools At first the condition required was that by fees and local Subscriptions an equal sum to the grant should be raised. In obedience however to the orders of the Supreme Government, these conditions were altered and a Subscription equal at least to the grant, exclusive of the fees, was demanded. The total expense of each School was estimated at about Rupees 20 a month or £24 a year. It is found that at this cost it is difficult to obtain Masters, who know how to teach and can give proper instruction in Reading, Writing, Arithmetic and Mensuration. Such men must be trained in our Normal Schools I doubt whether even Rupees 30 would secure a supply The men are not yet to be had

8. The Supreme Government considered that these Schools would not really be models of Schools because the masses generally could not support such expensive establishments. There clearly no use in a Model which cannot be imitated The system of the Hulkabundee Schools in the North Western Provinces was considered more expedient as in these Schools the whole cost was only Rupees 4 or 5 a month, that is, £5 or £6 a year

The Director of Public Instruction in the North West Provinces says concerning these Schools "that the average attendance per School "amounts to 56 * * * and the average cost of each boy's education "is somewhat less than one Rupee a year"—*N W. P Records, No. XXVII,*

9. The question to a certain extent has thus become one between quantity and quality, and the adjustment of the proper relation of the two has been a matter of difficulty in every age and country of the world.

What should be the cost of national Education in Bengal.

The example of the system of Education now obtaining in Great Britain has on more than one occasion been proposed by the Hon'ble Court of Directors for imitation in India.

10. I have therefore read through several reports of the Council on Education with a view to see how the adjustment is carried out at home. The same difficulty exists there as in India. The Revd. W. T. Kennedy, the Inspector of Schools for Lancashire, lays down as a principle that "the success of any educational system in a nation must ultimately be tested by the universality of its operation, by its power to "deal with the whole population, and not with a part only," p. 401, Report for 1857-1858. These are the views of the Government of India.

The Revd. F. Watkins, (p. 292) says, "how stands the question of Salaries?" The following Table* will shew what is the state of the case in Yorkshire * * * *

Certificated Master,	£	88
Uncertificated Master,	„	49
Certificated Mistresses,	„	64
Uncertificated Mistresses,	„	30
Certificated Infants' Mistresses,	„	60
Uncertificated Infants' Mistresses,	„	30

"I do not think that this table points to a satisfactory state of this "important question, for it must be borne in mind that the sums specified "in it include Government Grants and all professional sources of income, "* * * all that the teacher receives is £90 per annum, a sum not "equal to that which is won by the brawny arm and hard hand of many "a day labourer in our Yorkshire iron works." It is evident that these

* This Table has been abridged and the averages only given.

Yorkshire labourers are well paid. Mr. Watkins adds in a note that in the *Strike* in 1857, some of the men had been earning 14 shillings a day.

I draw from this the conclusion that the Pundit in Bengal should receive as much as a superior artizan or mechanic.

In Dorsetshire and the neighbouring districts where farming labourers earn only ten shillings a week, I find that the average salaries of teachers are only a trifle less than in Yorkshire—the certificated Masters receiving £80, and the others proportionally.

In Suffolk and the neighbouring districts the average salary for a Certificated Teacher is £89. A labouring man in Suffolk can earn about twelve shillings a week, or £31 a year. The Certificated Teacher therefore receives three times as much as the agricultural labourer.

11. It seems to me fair to apply the same scale to Bengal. If the cooly can earn Rupees 3 a month, the Teacher should be paid at least Rupees 9, a sum actually less than that now obtained by a good blacksmith or carpenter. The Purohit, or family priest obtains from his disciples about six Rupees a month in gifts of money, food and clothing together. The Schoolmaster would thus receive a higher salary than the Curate at Home, or the Purohit here, though his social standing would not be so high.

12. In the Table (XII,) p. 65, of results in Schools visited by Her Majesty's Inspectors on account of annual grants, I find that in 1857, 4,006 Schools attended by 548,1[illegible]7 children cost, exclusive of Government aid, £498,901-9-2 or £0-17-8¾ yearly for each Scholar. The cost to Government was £427,223-6-6 or £-0-15-7 per Scholar. The total cost was therefore for each child £1-13-3¼. The schooling fees amounted to £196,598-2-10 or £0-7-2 a head per annum, and the average attendance at each School was 137* children, modified by Table IX. to 133.

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* I have tested this important average by the returns of Individual Inspectors and find it correct.

Thus the total sum expended by Government and the Public on National Schools, exclusive of Normal Institutions, Inspectors and Administration, is £926,124-15-8 or £221-5-11 for each School.* These excluded accessories to the Schools involve a great additional expenditure yearly to Government.—*See Report* 1858, *p.* 49.

	£.	s.	d.
Normal and Training Institutions, ...	59,113	16	4
Industrial and Reformatory ditto, ...	19,104	10	7
Inspection, ...	34,434	4	11½
Administration (Office in London,)	16,731	1	5
	129,383	13	3½

The Salary † of each Inspector is £720, and of each Assistant Inspector £520, exclusive of travelling expenses which average £130 a year for each.

The Statistics of Schools in England converted into the form of Rupees appear thus—

	Yearly.		
	Rs.	As.	P.
Total cost of each school of 133 children, ...	2,213	0	0
Total cost of each child, ...	16	10	6
Cost to Government of ditto, ...	7	12	9
Average fee, ...	3	9	6

13. As we proceeded above to determine the proper salary of a Teacher, so in determining the Indian equivalents of the above averages, we must use the proportion that the averages of School expenses in India should be to the corresponding expenses in Great Britain, as the wages of agricultural labour in one country are to the similar wages in the other country. Since then our representative men, the Suffolk labourer on twelve shillings a week, and the Bengal cooly, on three Rupees a month, receive in the course of the year Rupees 312 and

* Average taken on 4183 Schools.—See Report, pp. 46 and 65.

† See Blue Book on Education, of March 30, 1858, p. 38.

Rupees 36 respectively, the expenses of the education of their children should be in the same ratio, that is 312 to 36 or 8⅔ to 1. It will be sufficiently near for our purposes to say in round numbers 9 to 1.

Applying this ratio to the above table, we obtain the following Indian equivalents :—

	Yearly.			Monthly.		
	Rs.	As.	P.	Rs.	As.	P.
Total cost of each School of 133 children,	245	14	3	20	7	10
Total cost of each child, ...	1	13	7	0	2	6
Cost to Government of each child, ...	0	13	9	0	1	2
Average fee, ...	0	[illegible]	4	0	0	6

14. The statistics for the year ending 30th April 1858 of the Vernacular Aided Schools in East Bengal give the following results, the attendance at each School being 16, and the average being taken on 37 Schools :—

	Yearly.			Monthly.		
	Rs.	As.	P	Rs.	As.	P.
Total cost of each School of 46 children,...	344	7	4	28	11	3
Total cost of each child, ...	7	7	[illegible]	0	9	11¾
Cost to Government of each child, ...	[illegible]	6	10	0	4	6
Average fee, ...	1	5	0	0	1	9

15. The Hulkabundee system pursued in the North West Provinces cost at first four or five Rupees a month. This rate however appears to have been gradually increasing, for Mr. Reid stated the cost last year

at six Rupees. Hence it will be safe to rate the expenses of each Hulkabundee School at five Rupees. Thus we have,

	Yearly.			Monthly.		
	Rs.	As.	P.	Rs.	As.	P.
Total cost of each School of 60 Boys, ...	60	0	0	5	0	0
Total cost of each child,.....................	1	0	0	0	1	4
Total cost to Government of each child, ...	Not published.					
Average fee,...................................	Generally nothing.					

16. The "Circle System" for the improvement of indigenous Schools, by which a Teacher paid by Government gives instruction to a "Circle" of three or more Native Schools, is less expensive than the grant-in-aid system. Each School continues to be conducted by its Guru without any interference with his rate of fee or mode of discipline. If he will second the efforts of the Teacher by inducing his boys to buy books and to study them, the Teacher will continue to visit the School and the Guru will be rewarded for every boy that passes a standard examination before the Inspector. If no boy reaches the standard, there is no reward.

There are now 147 indigenous Schools under improvement, of which eighty-one have reached the lowest of the three standards, twenty-one other Schools have prospered so much as to ripen into grant-in-aid Schools and to require the services of the superior Teacher daily instead of twice in the week. Generally two of the indigenous Schools have amalgamated in order to raise the local contribution which was guaranteed, as the condition of obtaining a grant-in-aid.

The Statistics for these "Circle" Schools stand thus :—

	Yearly.			Monthly.		
Average attendance in each Guru's School, 40 boys	Rs.	As.	P.	Rs.	As.	P.
Total cost of each School, ...	111	0	0	9	4	0
Total cost of each boy, ...	2	12	4	0	3	8
Cost to Government of each boy, ...	1	8	0	0	2	0
Average fee, ...	1	3	0	0	1	7

17. In Mr. Robinson's Schools in Assam, Government pays the entire salary of each Teacher, Rupees 7 a month. There are no fees and the attendance is about 21. Hence the monthly cost to Government of each boy is 4½ annas. As the result of long experience in these Schools, Mr. Robinson recommends an increase of pay by making a gradation of salaries, the minimum being as now seven Rupees.

18. The cost of Schools in East Bengal and Assam is less than the cost of Schools in South Bengal, and far less than that of the Government Schools under Pundit Ishwur Chunder Bidyasagar, where the averages are as follows :—

Average attendance 96 boys.

	Yearly.			Monthly.		
	Rs.	As.	P.	Rs.	As.	P.
Total cost of each School, ...	677	6	0	56	7	2
Total cost of each boy, ...	7	1	0	0	9	5
Cost to Government of each boy, ...	6	0	6	0	8	0½
Average fee, ...	1	2	0	0	1	6

19. On comparing together the above results, we see that the cost of each boy in all *Bengali* Schools is greater than it ought to be if the Indian equivalents are fair exponents of what the case should be. The great cause of the difference is the small attendance at School in Bengal as compared with that in England. This inevitably raises the cost of the education of each child.

The important item for consideration is the cost to Government, which may thus be exhibited for the several classes of Schools in Bengal.

Cost to Government yearly of each child in the

	Rs.	As.	P.
Proposed Indian equivalent of English Schools, ...	0	13	9
Hulkabundee system (total cost one Rupee,)	unknown		
Government Schools in Assam,..............................	3	1	8
Aided Schools in East Bengal, ...	3	6	0
Ditto South Bengal, ...	3	14	0
Government Schools under Pundit Ishwur Chunder Bidyasagar, ...	6	0	6
"Circle" system of indigenous Schools in East Bengal,	1	8	0

20. I respectfully beg to represent that in Bengal the present scale of expenditure on National Schools is too high for wide extension. The present Schools might remain as they are, but Schools to be established for the future should be on a much lower scale, and the reward of efficiency in the Masters of poorly paid Schools should be promotion to the old and better paid institutions. A gradation of salary is all important. I can always get more work out of a teacher on a small salary who looks forward to promotion, than out of one who is near the top of the list. I would however urge that there can be no hope of efficiency, if so low a scale of payment as that in the Hulkabundee schools be enjoined.

21. In the English system instruction is given by the Master and by Pupil Teachers. Assistant Masters are very unusual. On the 31st December 1857, the Instructive Staff of Males for aided schools in Great Britain was as follows :—

Pupil Teachers.

Certificated Masters,		....	3,206
Assistant Teachers,		....	198
Pupil Teachers,	First year,.........	1,822	
Ditto,	Second year, ...	1,617	
Ditto,	Third year, ...	1,244	
Ditto,	Fourth year, ...	1,102	
Ditto,	Fifth year, ...	988	6,773
			10,177

The Pupil Teachers form two-thirds of the total number of Instructors, and the Assistant Teachers only a small fraction. The Pupil Teacher receives in his first year £10-0-0, and in each succeeding year an increase of [illegible]-10-0 till in his last year he reaches £20-0-0. He receives therefore in his first year one-third of the wages of a labouring man, and in his last year two-thirds. In Bengal this proportion would give him one Rupee a month at the beginning, and two Rupees a month at the end of his course. For private instruction to the Pupil Teacher, out of school hours, the Master is paid £5-0-0 a year, or one-sixth part of the wages of a labourer. This in Bengal would give eight annas a month.

Proposed establishment of a Village School.

22. The instructive staff of a School of [illegible]0 boys in Bengal would therefore be—

	[illegible]	[illegible]	[illegible]	
One Master, for Salary, ...	9	0	0	a month.
And for instruction to Pupil Teacher,...	0	8	[illegible]	„
One Pupil Teacher, ...	1	8	0	„
Contingencies, ...	1	0	0	„
Total cost,...........	12	0	0	

The Government would, I humbly hope, for National Education undertake to pay half the expense, if the people would give the other half and the house, either by fees or by subscription or by both.

This would involve an expense of Rupees 6-0-0 a month; or Rupees 72-0-0 a year for 50 boys. The cost per head to Government would be Rupees 1-5-0 a year. Were the boys to increase to 80, taught by a Master and two Pupil Teachers, the total cost monthly would be Rupees 14-0-0, the yearly cost to Government Rupees 84-0-0, and the yearly cost of each boy to Government one Rupee.

22. Money is the sinews of war, and the sinews of education also; and no more money is at present to be granted for education. This is one of the inevitable results of the mutiny, which may be borne with resignation. When from the pressure of adverse circumstances, the father of a family finds his resources reduced, and when means are wanted for meeting the increasing wants of the growing children, the stern trial ought to excite the members of that family to be up and doing, instead of sitting down to starve. The elder sons should lay themselves out to [illegible] the means to help their younger brothers, who are not yet able to help themselves. The eldest son instead of remaining a heavy drain on the paternal estate should stop the leaks of unnecessary expenditure, and develope to the fullest extent the powers God has given him. Many a trial has thus become a blessing. So let it be with India.

Ways and Means.

23. The supplies are stopped for meeting the increased wants of education. Well, let the elder branches, the English Schools and Colleges, rouse themselves to the occasion, and not allow the younger branches, the Vernacular Schools, to dwindle for want of increased sustenance. Let the great Establishment, containing the Presidency College and its two Schools, be up and wipe off the reproach of extravagance so often thrown in its teeth. It is still popular, and like a professional man, popular in his neighbourhood, let it take advantage of the fact and push its practice. It now has more than one thousand constituents, before this time next year let it have more than two thousand.

With any thing like energy the thing can be done, and the vast institution will be healthier for the exertion.

It now costs Government sixty thousand Rupees a year for twelve hundred students. Next year let it cost only thirty thousand for

double the number. If Government give the order, the Authorities of the College can carry it out.

Private institutions should be scrupulously respected by a strict order that the Establishment must not undersell the market.

24. Thus, next year thirty thousand Rupees could be liberated for Native Education without pressure on a single vested interest; almost ten thousand poor Hindu boys, now steeped in ignorance, might by this saving be brought under the light of instruction. Want of money is the rock on which the cause of Vernacular education is wrecked. Every village that begs for a school, every district that cries out for a book agent, every over worked Master that asks for an Assistant is now met with the unvarying answer "there are no means to help you."

But means can be raised if there be but the will to do it.

25. As finance is the all important question of the time, I beg to be allowed to consider it more at length, and as the Presidency College is now one of the principal channels for draining off the educational supplies, I will enter into its case at length with a view, not to its annihilation, but that it may eventually take its stand proudly in the first rank of self-supporting Institutions in India.

Presidency College.

26. The general opinion of the public concerning the Presidency College is thus forcibly enunciated by Dr. Duff:—"A large proportion of its pupils are the sons "of the wealthiest native inhabitants of Cal-"cutta. The fee is disproportionately small, causing a cost to Govern-"ment of Rupees 40-0-0 or upwards per month for each pupil. "In this way the Government is simply putting Rupees 40-0-0 "per month for each of their sons into the pockets of the richest citi-"zens of the Metropolis. The public considers this to be a case of "real, though it may be, unintentional, injustice, which calls loudly for "a remedy."

But the statement itself is a real, though unintentional injustice. It contains two propositions. First, that the pupils are the sons of the wealthiest native inhabitants of Calcutta, secondly, that their education costs Government forty Rupees a month. These two statements are

incompatible with each other, if both are applied to the Presidency College. If the first be true, the second is false, and *vice versâ*. The sons of the richest citizens of the metropolis are congregated together in the Hindoo School. Few, very few, of these wealthy students pass the rubicon of the Entrance Examination and gain admission to the College.

The sons of the Plutocracy in Calcutta, as in all other places in the world, are not generally inclined to hard study; nay more, India presents to wealthy students more seductions than any other country of the world. Discipline at home there is none. At school only for a few hours and that of the faintest description. The roughness of an English Public School is unknown. At fifteen years of age and even earlier these favorites of fortune consummate marriage, certainly with one, perhaps with more than one lawful wife. Boys in the Hindoo School have been known to possess five or six wives. One Kulin under fifteen years of age supported his father and mother by the dowries he gained on marriage. At sixteen or seventeen years of age, the facilities for luxury and ease, which boundless wealth supplies, tell on the rich Hindoo students, and they become apathetic. By the time they reach the Senior Department of the Hindoo School they have acquired, during a course of eight or nine years, a sufficient knowledge of English for all the ordinary purposes of life. Being far removed, as they are, from the fear of want, poverty applies no keen spur to exertion, and being shut out from political power, ambition has no charms. They settle down in the luxurious enjoyment of the gifts of fortune, and leave the Presidency College to men who have still to fight their way in the battle of competition. To this rule there are bright and noble exceptions, whom I honor with all my heart. Their number, alas, is but small. The public, however, blends together the Presidency College and Hindoo School, and considers the two as only a new phase of the old Hindoo College, just as it considers the College and School Departments of the Doveton College, the Martiniere, or Dr. Duff's Institution, as together forming one Establishment. The Presidency College is supplied with students by the Hindoo and Coolootollah

Schools, and together with them forms one whole under the charge of the Principal. In this view of the case it is quite true that the College does contain the sons of the richest citizens of Calcutta, but then the cost of each student, far from being forty Rupees a month, is only four.

27. The Statistical Returns for the six months, ending the 30th April, 1858, and before the increased fee was imposed, give the following results :—

	Students under Instruction.	Monthly Fee.	Receipts from Government. Rs.	A.	P.	Receipts from Fees, &c. Rs.	A.	P.	Total Receipts. Rs.	A.	P.	Total Expenditure. Rs.	A.	P.
Presidency College,	176	5	34,851	5	7	2,929	0	0	37,780	5	7	37,780	5	7
Hindoo School, ...	487	4	nothing	0	0	14,740	0	0	14,740	0	0	12,270	1	3
Coolootollah School,	509	3	nothing	0	0	8,952	0	0	8,952	0	0	7,029	15	9
	1172		34,851	5	7	26,621	0	0	61,472	5	7	57,080	6	7
Deduct Expenditure, ...									57,080	6	7			
Surplus due for Fees, ...									4,391	15	0			

Hence we see that for the three Schools the account for the six months, ending 30th April, stood thus :—

Receipts from Government during six months, ...	34,851	5	7
Surplus Fees from Schools, ...	4,391	15	0
Total cost to Government, ...	30,459	6	7
Hence 1,172 Students cost Government monthly,...	5,0[illegible]	14	1
or each Student costs, ...	4	5	6

At the commencement of the present Session the fees were raised to 10 Rupees in the Presidency College, to 5 Rupees in the Hindoo Schools, and to 4 Rupees in the Coolootollah School. The two last institutions did not lose a single boy in consequence of the increase. Hence as there are 1,000 boys in them, the increase has given a gain of Rupees 1,000, since neither more masters nor higher salaries have been allowed. The monthly cost of the three institutions is thus reduced below Rupees 4,000 a month.

28. Some items of expenditure ought in justice to the institution to be removed from even this reduced expenditure. For example, House rent for the Hindoo School, Rupees 200. The Military Department turned the School into a Hospital, and sent the boys adrift. This was an exigency cheerfully submitted to, though it cost, and still costs the School Rupees 200 a month.

29. The Hon'ble Court of Directors have imposed on the institution two Professorships on subjects repudiated by the University. As the College trains its students for the University, these Professorships are not wanted and do not contribute in the least degree to its efficiency, though they do contribute most formidably to its expenditure. If Sir Roderic Murchison himself were a Professor of Geology, no Hindoo student would, unless compelled, attend his lectures, simply because they would not tell in the examination. It is useless to suppose that any other Professor, whether Blandford or Liebeg, will ever have a class. The course of the former involved an expense of Rupees 300 for each student in attendance, and the latter draws Rupees 450 a month, and has no class at all. The Lectures on Natural Philosophy are not in the form adapted for the University examinations. Hence Rupees 1,350 a month are given for two Professorships useless so far as the University is concerned. Against this expenditure the Authorities of the College remonstrate, but in vain. They must submit to the burden, as it is ordered from home. Again, when they beg to meet it by extending the lower department, and when they shew that every fresh class of thirty-five boys with a master on Rupees 25 brings in Rupees 175, or a clear gain of 150 Rupees, they are refused permission to establish new classes or to increase the old, because the Authorities in this Province discountenance the least approach to competition with private institutions.

30. Hence the Presidency College begs to reduce its expenditure, is prevented, and then is attacked by the public because it spends so much. It begs to be allowed to earn more money, and shews the way to do it easily, and then again is attacked by the public because it earns so little.

31. This is scarcely fair play. Were the institution allowed to

act freely in what it spent and in what it earned, it would become self-supporting. Even under the present system of sinecure appointments and repressed development it now costs Government for about 1,200 students less than the salary of many a public officer in the higher grades. If Dr. Liebig and Dr. Halleur held their appointments respectively at the Engineering College and at Roorkee, where their services could be turned to account, and to which places one was appointed in India and the other on a covenant at home, and if the Principal instead of refusing admission to forty boys a month as now is the case, were allowed to receive them all, the expenditure of the three institutions would at once be reduced to Rupees 2,000 a month.

32. The practice at home is quite in accordance with these views. King's College, London, is supported chiefly by the profits on the School. The heavy expense of the few at the top is met by the profits on the many at the bottom. Again, with respect to the fees, I think it quite a mistaken policy to charge twice as much in the College as in the School. I would charge twice as much in the School as in the College. The wealthy of the School should pay for the poor in the College. In Western Nations the wealthy in olden times endowed the Colleges, and enabled them to give tuition almost for nothing. From the Cambridge Calendar, I take the following Extract (given every year under the head of Tuition.)

"The quarterly payments of all persons in *statu Pupillari* in every "College are the following :—

"Noblemen, ...	£	10	0	0
"Fellow Commoners, ...	,,	5	0	0
"Pensioners, ...	,,	2	10	0
"Sizars, ...	,,	0	15	0"

Most of the Colleges give perfectly sufficient instruction to pensioners who form the vast mass of the students for £10 0-0 a year. A private Tutor is simply an expensive luxury. The majority of students, however, must now attend, besides College Lectures, two Courses under a University Professor. The special and general tickets cost three and five guineas each respectively. The special ticket admits to the

Lectures of one Professor in one or more years, the general Ticket admits to the Lectures of more than one Professor in one or more years. The whole expense of tuition at Cambridge, by College Tutors, Lecturers, and Readers, and by University Professors during the course of three years and a quarter is £37-15-0, a sum less than that now required in an equal time in the Presidency College. The heavy expenses of a University education at home are due to other causes than tuition.

33. Many of Her Majesty's Inspectors of Schools in Great Britain have lately considered with great care the means of keeping children in school beyond ten years of age, the average age at which they now finish their education. The late Educational Census, and the inquiries of H. M.'s Inspectors of Schools have proved this fact indisputably. Among several propositions it is suggested that children in the higher classes of the National Schools should pay no school fees. Here is a recognition by the highest authorities of the principle that in education the few at the top should pay less than the many at the bottom. I cordially embrace the proposition, and as we have but few endowments in India to support Professors and Lecturers, I have no hesitation in recommending that the profits in Collegiate Schools should be applied in diminishing the expenses of their Colleges, and that these Schools should be allowed to develope themselves unfettered by official restriction.

Undue avoidance of competition.

34. It is, however, urged that Government Colleges should not enter into competition with other Institutions. I fail to see how Government enters into competition with private enterprize. The principal Missionary College in Calcutta is Dr. Duff's Institution. The fee in this is one quarter of a Rupee, the fee in the Presidency College is ten Rupees, just forty times as much. There can, therefore, be but little competition between them. Moreover, it is not certain that Missionary Colleges now rest on a firm basis. Many excellent Missionaries have lately expressed their opinion, erroneously perhaps, but nevertheless strongly, that the result in the form of conversion from heathenism is not adequate to the increase of labour and expense which such institutions involve as compared with other fields of Missionary work. Their views

are accepted by many at home. For example,—no one knows how soon the General Assembly's Institution, the scene of Dr. Duff's labours before the Disruption, will be closed, and the funds devoted to Vernacular Education. The views of the Kirk of Scotland may be adopted by the Free Kirk. Missionary Colleges supported by voluntary contributions and dependent on the fact that the Congregations at home consider teaching in English rather than preaching in the Vernacular the best method of evangelizing India, do not seem to me to possess those elements of stability which should warrant their Authorities in asking for the abolition of Government Educational Institutions.

The steady improvement of Government Institutions, not their abolition is desirable.

35. There is no competition between the English public school and the Presidency College from the simple fact that the former are situated in the European quarter of the town, far removed from the mass of the Native population, and boys unable to afford the expense of a conveyance could not attend during the hot and rainy seasons without extreme inconvenience. A course of Latin and Greek, however beneficial to European boys, would never be acceptable to Hindoos who only want education because it leads to good appointments. It might be said that these institutions could open English branch schools in the native part of the town. If the results of the University Examinations are any guide to drawing conclusions, it is evident that a successful branch school would require far more of the Principal's attention than the parent institution itself. He would be the Head of two separate institutions; which, whatever they might be called, would, in fact be perfectly independent. Such a course would be sanctioned by none of the Committees of Management.

36. There is a third body with whom competition might perhaps arise, that is with Hindoo Institutions under Hindoo management. The history of the last thirty years shews that these institutions are ephemeral. Disunion in the members of the management, and the want of funds, inevitably bring these schools to a close. The Metropolitan College, six years ago, bid fair for perpetuity, and energetically prophesied that its course would be exceptional, and that it would for generations be the

Alma Mater of Hindoos. Alas! how have the mighty fallen. It is already extinct. Even the venerable Committee of Management in the Hindoo School would not have survived the loss of their funds by the failure of Barretto's house had not Government taken up the Institution.

37. In Institutions for the cultivation of the highest branches of Science and Literature, the Professors must be superior men. But men of this stamp will never leave England on the invitation of a Committee, which in a couple of years may decline from want of support, or be shattered to pieces by some internal dissension. Permanency is the *sine qua non* of a first rate educational establishment. Gentlemen of high University standing at home may be induced to accept the guarantee of Government, because they know that their bread will not fail, and that the Hon'ble Company is "steady to its trust" whatever changes may betide it. Men equally good or even better may devote themselves to the work of Missionaries. The talents given to the service of God are not to be bought with money. The staff of a Missionary College may be superior in some respects to that of a Government College, but still as I have shewn, it has not the element of permanency, since Missionary Societies at home begin to doubt the expediency of supporting Colleges for the high education of Hindoos.

38. Lord Dalhousie* was of opinion that it "was the clear duty "of the Government of India to provide for its people in this City, the "seat of Government, such Educational Institutions as shall afford to "all who seek them, the means of acquiring sound instruction both "in elementary knowledge and in the higher branches of learning."

For the highest branches of education instruction is costly, and Government must, as Lord Dalhousie says, be the pay Master, or at least guarantee the Professors' salaries whether they are attached to the Presidency College or to the University. The Presidency College is now perfectly open to all Students in any or all of the subjects taught therein. The University could not possibly be more than perfectly open.

* See Records of the Bengal Government on the Presidency College, No. XIV. page 32.

39. In the present state of Finances, the Presidency College has this advantage, that it can derive great support from its subordinate Schools, and therefore can be made to give the same instruction at a cheaper rate than the University. Instruction under the University would be regarded by many eminent Missionaries with quite as much suspicion as under the Presidency College. The Principal of one Missionary College strenuously opposes the establishment of University Professorships. His College is not compromised by any error taught in the Presidency College, though it might be by what were taught in the University to which it is affiliated.

40. When the great cause of Vernacular Education for the masses is cramped and confined solely from the want of finances, it does seem to me cruel to the untaught millions to prevent a flourishing English institution from becoming as nearly as possible self-supporting. If the fee in Government institutions is kept higher than in all other educational establishments, as is the fact, and if no preference is given in public employment for alumni of one institution over alumni of another, but all stand on the rank awarded them by the University, as is most certainly the case in the Government Education Department,* then there can be no just complaint about competition. Other Institutions are never undersold, nor do their pupils lose any advantages.

PUBLIC EXAMINATIONS.

41. In obedience to the instructions under which Inspectors are directed to state their views on the published results of Examinations, I have the honor to submit for consideration a few observations on the University Entrance and B. A. Examinations and on the Senior Scholarship Examination.

42. The results of the Entrance Examination I have condensed into the accompanying table. Two slight mistal[illegible] the University list. The first three Masters of Ch[illegible]

* In my district, three out of six Deputy In[illegible] of ten Head Masters of Zillah Schools, were not [illegible] ment Institutions.

were educated at the Hindu College, Dacca, and Baraset respectively, were entered to the credit of the Chittagong school, and two Senior scholars who had just left Kishnaghur, were entered as "Privately educated". These mistakes have been corrected.

University Entrance Examination.

NAMES OF INSTITUTIONS.	First Class.			Second Class.		
	1857.	1858.	Total.	1857.	1858.	Total.
I. Government Institutions.						
1 Presidency College with its two Schools, ...	46	13	59	16	16	32
1 Dacca College,..........	12	5	17	4	10	14
3 Mofussil Colleges in the Lower Provinces, ...	...	4	4	1	13	14
Delhi College,..........................	3	..	3	1	...	1
2 Calcutta Oriental Colleges. ...	8	...	8	3	4	7
2 Colleges for special objects, ...	2	1	3	...	2	2
12 Zillah Schools, ...	10	3	13	9	14	23
II. 3 Grant in aid Schools, ...	1	...	1	3	1	4
III. Missionary Institutions.						
2 Free Kirk Institutions, Calcutta and Chinsurah, ...	5	..	5	4	7	11
General Assembly's Institution,	2	...	2	1	3	4
Bishop's College, ...	3	...	3	...	1	1
Church Missionary Society's School, ...	...	...	0	...	...	0
Serampore College, (Baptist,) ...	1	...	1	...	2	2
Bhowanipore Col. (Independent,)	1	...	1	...	...	...
IV. Hindu Institutions.						
Metropolitan College, ...	...	1	1	...	3	3
Oriental Seminary, ...	1	...	1	...	...	...
V. English Institutions.						
Doveton College, ...	12	...	12	1	1	2
La Martiniere, ...	2	...	2	...	1	1
St. Paul's Sch[illegible]	1	...	[illegible]	1	1	2
V[illegible]						
[illegible]	1	...	1	3	3	6
Te[illegible]	4	2	6	...	...	...
Total ...	115	29	144	47	82	129

SYNOPSIS.

INSTITUTIONS.	FIRST CLASS.			SECOND CLASS.		
	1857.	1858.	Total	1857.	1858.	Total.
Presidency and Dacca Colleges,	58	18	76	20	26	46
Other Government Institutions,	23	8	31	14	33	47
Grant in aid Schools, ...	1	...	1	3	1	4
Missionary Institutions, ...	12	...	12	5	13	18
Hindu Institutions, ...	1	1	2	...	3	3
English Institutions, ...	15	...	15	2	3	5
Miscellaneous, ...	5	2	7	3	3	o
Total, ...	115	29	144	47	82	129

43. The synopsis shews that the Presidency and Dacca Colleges with their three schools have gained more first classes than all the other Educational Institutions, public or private in the whole of the Bengal Presidency. The Presidency College with its two schools has gained 59 first classes. Dr. Duff's Institutions at Calcutta and Chinsurah with their College and School Departments have gained 5 first classes, and the five other Missionary Institutions of Calcutta and Bengal 7 more. The three Colleges or Schools in Calcutta for Europeans have gained fifteen and the Hindu Institutions two. Thus one Government establishment has carried off more than double the number of first classes gained by the whole twelve Non-Government Institutions which have entered the lists. Yet the Presidency College is taunted by some of its competitors with inefficiency, though they themselves have been the Examiners, and have made out the list that gives this result.

45. The first B. A. Pass Examination was held this year under such strict rules concerning marks that only two students passed the test. I have no hesitation in saying that the questions were too difficult, and better adapted for an Honor Examination than for a Pass. For example, the afternoon paper on Mathematics commenced with these two questions :—

"1. If four diverging lines cut any line harmonically, they will cut any other intercepted line harmonically."

"2. There can be only five regular solids."

Such questions would not be permitted in the Poll, or even in the Preliminary Examination for Mathematical Honors at Cambridge. The syndicate of the Calcutta University has expressed an opinion that the papers were too difficult, and consequently it is not necessary to say more on the subject, as the error will be corrected in future.

46. At the last Entrance examination there were 464 students examined, of whom only 104 were passed ; owing to a sudden rise in the standard of requirements, 333 students were rejected.

47. In the arrangement of studies for the Entrance examination, two courses were open to the University (1) to require proficiency in such subjects only as would most assist the student in his subsequent preparation for the B. A. degree, or (2) to make the Entrance examination the test of a complete course of study which if then suspended would leave the student fitted for immediate admission to the Medical College or any similar institution, and for numerous appointments in the public service. The Senate by a majority of one vote, selected the former of these two courses. The decision is to be regretted as for every student who proceeds to the B. A., one Hundred will stop at the Entrance Examination. The University in India necessarily controls the course of Government education, and every Government School must now prepare its students in the Entrance course only, though it knows that they will never proceed to College.

48. The Universities of Oxford and Cambridge have by their "Middle Class Examination" now recognized the fact that the requirements of Students who will never enter the University are a fit subject for Academic legislation, and have shewn an unexpected liberality in their proceedings which will go far to win back for them a substantial control over National Education. Schools which give a complete course of education, suited for the general requirements of the times, meet with a co-operation and sanction from the ancient Universities, which would be denied them in Calcutta.

49. The Honorable Court of Directors proposed to the Indian Government, the London University as a Model, but the Senate at Calcutta have thrown out all the peculiarities of that institution. In the Entrance Examination at the London University, a popular knowledge of Mechanics, Pneumatics, Chemistry, Botany and Zoology is required. All this has been relentlessly swept away in Calcutta. Every study which might employ the powers of observation while investigating the wonders of nature and lead the Hindoo to develope the resources of his country has been banished. Language has been made the chief element of the Entrance Examination.

Senior Scholarships.

50 The Senior Scholarship Examination for Students, who have completed two years of their College course, gives the following results as the average marks in each College:—

1858.	Number of Students.	Name of College.	English.	Vernacular.	History.	Mathematics, Pure & Mixed.	Total.
	36	Presidency College, ...	46.7	61·9	46·9	63·1	218·6
	10	Dacca, ...	43.9	59·0	44·9	63·2	211·0
	4	Kishnaghur, ...	44.3	62·6	30·0	71·6	208·5
	10	Hooghly, ...	41.6	55·0	37·7	39·8	174·1
	8	Berhampore, ...	35.1	64·3	31·2	25·4	156·0
1857.							
	5	Kishnaghur, ...	32	64	55	101	254
	21	Presidency College, ...	42	62	59	72	235
	1	Hooghly College, ...	32	51	52	86	221
	4	Berhampore, ...	29	48	56	74	207
	14	Dacca, ...	24	50	52	79	205

By combining the results of these two years, we see that the Colleges at Kishnaghur and the Presidency are at the top of the list, Kishnaghur being somewhat superior, and that Hooghly and Berhampore are at the bottom. Dacca is in the middle and has made a great improvement during the past year. In Mathematics this year, as well as last, Kishnaghur shews the greatest number in the average marks, and Berham-

pere the least. The average marks were for Berhampore 25 out of 200. In literature the Presidency College during both years is on the average the best. In history the marks are this year all below 50 per cent., and last year they were all above that standard. This difference as well as that of the marks in literature is due to a change of the Examiner. In Vernacular literature, the highest and lowest marks differed by less than ten out of the maximum of a hundred. Hence there is much equality in this subject among the Colleges, the best being Kishnaghur and Berhampore. The results of the College Examinations are in this point generally in accordance with the common opinion that the Bengali language is spoken and written with the greatest purity by Natives of the Nuddea district.

51. In Kishnaghur the Principal, in order to enforce due attention to translation, instituted a regular exercise in which each Student should translate a piece of English into Bengali, and another Student should re-translate the Bengali rendering into English. By a comparison of the original piece with the re-translation all gross errors were detected, and the students soon determined in whom the fault lay. The Pundit then corrected the Bengali. Good results followed the practice, but what far better results would ensue if each Principal and Professor were able himself to supervise the translation.

52. At present, translation is neglected; the English teachers teach English and teach it well; the Pundits teach Bengali and generally fail. No one takes charge of translation. Hence every difficulty is shirked, and all Scholarship eliminated in the vagueness of a loose explanation. In all the Zillah Schools I have visited, I never have met with a Student who could translate properly a piece of Bengali into English. The Masters are generally as bad as the boys. I do not mean to say that the English is always bad, but I do say that fidelity of translation and idiomatic language are never united. If the English is good there will be seen nothing of that "appreciation of every little word", which as Dr. Arnold says stamps a good translation. "Translation to be thoroughly good must be a matter of habit." The defect must be remedied in the Colleges from whence these Masters are drawn.

53. One remarkable fact in the list of marks is the falling off at Hooghly. This circumstance, however, has been satisfactorily accounted for by the Principal in his last report. Some years ago the Hindoo and Hooghly Colleges were nearly equal. The Hindoo College drew a plentiful supply of Students from Calcutta, and Hooghly from the district in which it is situated. In this district education is more valued than in any other part of Bengal. This appreciation of the benefits of education has led to the establishment of a greater number of Schools in Hooghly than in any other district. These Schools draw their Masters from the College, since young men prefer a small salary near their homes to a large one at a distance. Thus the College at Hooghly, as was proved last year in the report of the officiating Principal, has been drained of all its best Students. It is a singular but necessary result, that the very appreciation of education in Hooghly has acted unfavorably on the prosperity of the College.

Hooghly College.

54. The Mofussil Colleges have so small a staff, and in general so small a number of students in the third and fourth years, that it seems to me desirable that students who have completed their second year and contended for senior Scholarships should, as a matter of course, proceed to the Presidency. If there were any chance of the Mofussil Colleges being allowed an adequate establishment, I should be the last person to recommend this change; but while they are confessedly under officered and while there is no probability of their obtaining additional assistance, I think that the Principal's time should be given to the tuition of well filled classes instead of being absorbed by a few students.

ZILLAH SCHOOLS.

58. The Zillah Schools rank next in importance to the Colleges. In East Bengal now that Aracan is removed, there are ten such Schools. The principal facts concerning them are shewn in the following Table :—

Name of Institution.	When established.	Number of boys paying fees.	Average attendance.	Assignment from Government.			Actual cost to Government.			Total cost of the School.			Cost to Government monthly of each boy in attendance.		
Ru[illegible]pugiah,	18[illegible]	8[illegible]	[illegible]4	[illegible]01	[illegible]	0	139[illegible]	6	2	13734	6	2	20	7	2
Barrackpore	18[illegible]	133	111	960	0	0	960*	0	0	2[illegible]07	10	9	0	11	6
B[illegible]t,	1[illegible]	1[illegible]	[illegible]	30[illegible]0	0	0	2351	[illegible]	4	4434	[illegible]3	7	1	4	1
Jessor ..	183[illegible]	[illegible]	[illegible]30	4[illegible]	[illegible]	0	[illegible]	1	1	5[illegible]10	3	1	2	1	2
Pabna	18[illegible]	2[illegible]	[illegible]9	3000	[illegible]	[illegible]	[illegible]8	1	8	3580	5	3	2	7	11
Burris[illegible]	[illegible]		172	[illegible]	0	0	1148	2	1	4172	[illegible]	1	0	8	10
F[illegible]	[illegible]	[illegible]	[illegible]07	300[illegible]	0	0	2[illegible]62	11	0	4058	6	9	1	13	10
Noal[illegible]	18[illegible]	62	1[illegible]	300[illegible]	0	0	[illegible]920	11	3	3683	11	3	3	4	8
Tip[illegible]	[illegible]	1[illegible]	11[illegible]	40[illegible]0	0	[illegible]	[illegible]12	10	1	4755	9	6	2	3	11
Chi[illegible]	[illegible]	1[illegible]	115	4000	0	0	[illegible]174	2	7	560[illegible]	4	10	2	11	5
Total		[illegible]	[illegible]	43[illegible]61	0	0	35489	3	0	51546	1	2	2	11	5

59. In comparing the results of the year with those of the two preceding years we see that the numbers are very nearly the same: the total in 1858 being only greater by five than the total in 1856. This stationary condition of the Schools is due to two causes.—First, more than half of the Schools are unhealthily crowded, and secondly, the supply of students has been diverted into other channels. The Anglo Vernacular Schools under the grant in aid system shew a total of 2,874 boys all paying fees. This number then represents with tolerable accuracy the increase in three years of the boys learning English, for before that period only six private Schools out of the 38 were in existence.

Numbers.

* Paid from the Durbar fund.

57. It may also be noticed that none of the Schools have taken up the full sum assigned to them. Of the Rupees 3,000 granted to Burrisaul, only Rupees 1,148 have been expended, the rest of the out-goings being met by Schooling fees. For the 10 Schools in East Bengal, Government undertakes to pay Rupees 43,821 a year, but last year was only called on to pay Rupees 35,489, thus retrenching Rupees 8,332 without inconvenience to any institution. The fees realized from these ten Schools were Rupees 16,057, and their total expenditure was Rupees 51,546. It should be borne in mind that out of the Government contribution, a sum of Rupees 13,251, or more than a third part is spent on the Institution for the Mysore Princes at Russapuglah. The expense to Government for each Scholar in these Zillah Schools varies from Rupees 5-4-8 at Noakhali, the Head Quarters of the Ferazi sect, to Rupees 0-8-10 at Burrisaul. These two schools are situated sixty miles apart, one on either side of the mouth of the Megna river. Both the districts are populous, but Mussalmans predominate in the former, and Hindoos in the latter.

Expenditure.

58. We see by the Table that the average attendance is 75 per cent. of the number on the rolls. In the Government statistics, the cost per head is calculated on the average attendance, which as I shewed last year, gave the cost too high, since all names on the roll pay regularly, whether present or absent, and no Bengali parent pays money without a substantial equivalent. It is right therefore to consider that every boy on the rolls is actually being educated, as is the fact.

Attendance.

59. The University Entrance standard is the height to which Zillah schools endeavour to take their Students. This standard is more difficult than that for the London University Matriculation. The schools in East Bengal have in two years gained twelve first, and nine second classes, of which one first class only was gained in the last Examination. All the schools refer the partial failing this year at the Entrance Examination to a sudden and unexpected rise in the requirements for passing. The papers also

Studies and Examinations.

were of more than usual severity. I sincerely trust that the Syndicate of the University will endeavour to make the Entrance Standard one of a fixed and definite amount of difficulty, that in after years three-fourths of the candidates may not be subjected to the ignominy of rejection. Three hundred students unexpectedly plucked represent an amount of sorrow and disappointment painful to contemplate.

Among the above mentioned twenty-one candidates in the first and second classes I find 9 from Baraset, 4 from Chittagong, 2 from Jessore, Burisal, and Furreedpore severally, and one each from Russapuglah and Tipperah.

Popularity.

60. The Zillah Schools are decidedly popular institutions; more than half of them are crowded to an inconvenient and even unhealthy extent. In populous places like Burrisaul, they are nearly self-supporting. Were the Government Notification of July 1855 carried into effect and a *bonâ fide* preference given to educated men, our Zillah Schools would soon become self-supporting.

Local Committees.

61. The Local Committee of Chittagong take a real interest in the welfare of the School, and the result is seen in the flourishing state of the Institution. Their liberality has been continuous, but has lately received two severe checks. A School house for a Grant in Aid Anglo-Vernacular School was built by public subscription at the cost of about Rupees 500, and within one year by some accident was burned to the ground with all the furniture, apparatus, &c. A fresh subscription is being made with the wonted liberality of the Committee. Again, a sum of Rupees [illegible] was raised for prizes, deposited for safe custody in the Collector's Treasury, and *looted* by the Sepoys in November last. It was hoped that Government would have made good the money, but the application has been refused, both by the Government of Bengal and by the Government of India, to whom the matter was referred, on the ground that the money was never credited in the Government books, but only deposited for safe custody in the local Treasury, and that the allowance of such a claim might prove inconvenient if made a precedent.

I trust that these successive losses by fire and mutiny will not damp the generosity of the Committee.

None of the other Local Committees have shewn so much zeal as Chittagong, still they are very useful. Local supervision is essential to success in Bengal. I know by experience that any suggestion by the Inspector for improvements in the management of the School will always be cordially accepted and carried into effect.

62. Good brick-built houses belong to the Schools at Barrackpore, Baraset, Jessore, Burisal and Chittagong. At Russapuglah, the former residence of one of the Mysore Princes is hired at a monthly rent of Rupees 150 At Pubna, Furreedpore and Tipperah, the School houses are bungalows, and at Noakhali the School is held in a hired mat and thatch structure. The buildings at Jessore and Baraset are decidedly the best. Almost all the School houses are over crowded. The inconvenience is reduced at Jessore by the erection of another building in the School grounds for the lower class, and at Pubna by having two bungalows; but at Baraset, Barrackpore, Furreedpore and Burisal the crowd is so great that some remedy must be applied. The Government in consequence of recent orders to contract expenditure on education will not be able to grant any assistance. It will be necessary therefore to run up temporary houses near the School, till some better provision can be made.

Buildings.

Jessore is the only station where the Head Master is provided with a house. Native Head Masters would object to use the official residence for their families. At Russapuglah boarding School, of course the Head Master lives in the house.

63. In no Zillah School is the monthly fee for fresh admissions less than one Rupee. At Barrackpore, Baraset, and Chittagong a few of the old Students still pay the low rate at which they were admitted, but the number is being steadily reduced as these leave School, and in a year or two this number will disappear.

Fees.

Masters. 64. There are five Christian Head Masters—

Mr. Leicester at Tipperah	Appointed in 1839,	Salary Rupees	200
Mr. Smith, at Jessore, ...	„ 1838,	„	200
Mr. Lefeuvre, at Furreedpore,..	„ 1853,	„	150
Mr. Scott, at Russapuglah,* ...	„ 1854,	„	250
Mr. DeSouza, at Noakhali, ...	„ 1856,	„	150

The other Head Masters are Native gentlemen. One Master is allowed to every 30 boys. The classes at the top of the School usually contain less and at the bottom more than this average. There are no Pupil teachers. The Head Master is generally paid Rupees 150 a month, the second Master Rupees 50, the third Rupees 30, the fourth Rupees 25, and other Masters Rupees 20.

As a body the Native Masters do their duty well, but their efficiency would be increased had they received practical training in the improved systems of instruction now used at home. An application was made by the Government of India for a few trained teachers from home to give this instruction, but the request was refused.

Play-ground. 65. There is usually a piece of ground round each School, but Bengali boys do not know how to play, and their parents generally consider activity disgraceful. The Local Committees generously subscribe for Cricket bats and balls in the cold season, but the result is not satisfactory. The Principals of Hooghly and Kishnaghur were able to bring their students to such proficiency in the game as to warrant their Colleges playing a match. Government paid all the expenses of travelling, board, and lodging, but owing to the silent opposition of certain Masters, who despised such proceedings, the return match could not be played, much to the regret of the Principals.

School Arrangements. 66. The Libraries are fairly supplied with books, but works on School management have not been sufficiently introduced. The Library allowance of Rupees 22 monthly is perhaps more than sufficient. The furniture in general is

* The School was then re-constructed.

good and consists of almirahs for the Library books, desks for the Masters, and moveable forms for the boys.

The boys usually sit on three sides of a square, the Teacher's desk occupying the fourth side. This is the old system ; the modern improvements of galleries and parallel desks have not yet been adopted, as we have no Masters who would know how to use them properly.

Russapuglah School.

67. The Russapuglah School is a political rather than an educational institution. It is established solely for the benefit of the Mysore Princes. Other Mussulmans, it is true, are educated as free Scholars, and Hindoos are admitted on the payment of a monthly fee of one Rupee, but their admission is sanctioned only for the sake of creating competition, raising the general standard of instruction, and enabling the authorities to introduce the discipline of a large School, by all which measures the Shahzadas, or young Princes, will themselves be benefited. The School is established for the Shahzadas only, and these others are admitted simply to make the benefit greater. The assignment is Rs. 15 501 yearly.

The Inspector has little influence in this school. The Committee meet and make rules without giving any information of the fact. The list of holidays that now obtains in the institution was adopted without his cognizance. The number of holidays observed is ruinous to all sound discipline and must be reduced. From the report of the School it appears that 183 days are usually taken by the boys as holidays* ; thus leaving only 182 days for work. More than half the year is a vacation. Now that the fact is known, the remedy can be applied.

One student from this School, a Hindu, passed the University Entrance Examination in the second class. It is to be regretted that the ... representative of the Mysore family was so agitated at the time of competition as to fail in reaching the standard. I trust that he will not be discouraged from trying again. That he did try and so nearly succeeded, is greatly to his credit.

* Instructions have lately been issued with a view to remedy the anomalies and inconveniences here noticed.—W. G. Y.

Baraset. 68. This School still preserves its place as one of the best in East Bengal. The Head Master gained high College honors and is able successfully to communicate his knowledge. He works efficiently in the usual routine of a Government School and would do good service in a College where high intellectual powers are appreciated.

69. Baraset School, however, is peculiarly situated. In it two experiments are being tried, the Boarding School and the Agricultural class. Both of them are new and require enthusiasm to push them on. Without this enthusiastic support they must succumb to the sullen force of apathy. I regret to say that the Head Master has not this enthusiasm, therefore the experiments have partially failed. The Boarding School is temporarily closed and the Agricultural class almost in abeyance.

70. It has been proposed to work the garden by "the sons of the Agricultural people," that is to say, by low caste boys; such a step would inevitably prevent any high caste boy from demeaning himself by manual labour. Now as the class was established with a view to the benefit of the Zemindars and Land-holders, who attend the School, by shewing them what crops they might themselves raise by a little care, and what immense advantage would result to the country at large if the landed gentry took up in earnest the question of the improvement of cultivation by the use of manure, the rotation of crops, &c., it is evident that any step that should bring discredit on Agriculture would defeat the very object of the institution. I should be sorry to see the Agricultural class broken up, but I still maintain that rather than give up the garden to low caste boys and thus make Agriculture more of a caste question than it is at present, I would abolish the whole thing. Among the hundreds of Masters engaged in Education, is there not one fond of flowers, not one who knows something of them, and would lend us efficient aid in our garden? There are six Masters in Baraset and we could easily make a transfer of one of them. Since the promotion of Baboo Peary Chund Sircar we have not found one capable of managing the garden; among the present staff of Masters no

one has any heart in the matter; of course the boys do not rise higher in enthusiasm than their superiors. The discipline of the School is good, and if told to do it "the sons of Brahmins and Boidos will hold the plough and till the ground," as the Head Master said last year But till the time devoted to the garden is made to count towards a Scholarship, by giving some reward for a knowledge of plants, crops, and tillage, the Agricultural Class must languish. Education is with ninety nine out of a hundred Bengalis merely a commercial investment, the first return being in the form of a Scholarship, and the second in a Government appointment. For the attainment of neither of these ends is Agriculture of any use. When some of the scholarships of the School lapse, as they did last year, it might be good policy to console one or more of the rejected candidates by a Scholarship, if he failed only by a few marks, and had really given time and attention to the garden. While, however, gardening remains antagonistic to present rewards and future promotion as well as to social prejudices, there can be but faint hope of its success.

The Honorable Court of Directors intimated in their Despatch No. 104, dated 29th July 1857, an extract of which was forwarded to this office, a desire to hear how the experiment was progressing. I am sorry that the interest they have shown in the matter has not been met by more success.

71. The Boarding School has dwindled and died. It may perhaps be revived again after a time. I am afraid that the absence of an adequate supervision over the inmates, has acted unfavorably on the reputation of the Establishment. Moreover the Head Master finds that it is impossible to board boys at two Rupees a month owing to the great increase in the price of every article of food. Parents however object to any higher rate.

72. The Committee in reference to the Head Master state, that during his absence of three months on deputation at the Hindu School, "the number of pupils decreased considerably, and on his return "immediately increased beyond the usual standard; it may therefore "be assumed that he has gained the confidence of the public as thoroughly "as he has gained that of the Committee."

As this paragraph suggests a disparaging contrast between one of our oldest and best Masters, Baboo Ramtonoo Lahoree, and the present incumbent, Baboo Nobin Chunder Sircar, I must record my dissent to the resolution. If I were to compare the numbers now in attendance with those in the time of Baboo Peary Chund Sircar, who established both the Boarding School and the Agricultural Class, I might in a similar way draw conclusions unfavorable to the present state of the Baraset School; such conclusions are unfair.

With respect to the other Masters I have only to mention that the fourth Master of the Institution, Doorga Churn Chatterjea, is not a satisfactory teacher. He has been requested to prepare for some Examination to test his qualifications for his post The fifth Master, Baboo Gresh Chunder Chatterjee, is well deserving of promotion.

73. The Secretary has commented on the crowded state of the Barrackpore School, and I noticed the fact in the Education Report for last year. It cannot, however, be remedied by this Department.

Barrackpore.

Barrackpore School is placed on an entirely different footing to other Institutions. It does not draw a penny from the Education Fund. A sum of Rupees 80 a month is allowed to it by the Governor General from the Durbar Fund. The School was founded by Lord Bentinck, and for some years was superintended by Lady Bentinck. In the year 1845, the control over the Instructive Staff was delivered to the Council of Education, but all other arrangements were committed to the charge of the Superintendent of the Barrackpore Park.

74. The excessively crowded state of the School warrants me in concluding that if the accommodations were doubled the house would still be full. An increase of fees has lately been enjoined from the old as well as from the new pupils, and the increased rate throughout the classes will begin after the ensuing vacation. I do not anticipate any reduction of numbers. In fact, if the building were enlarged, the School might become self-supporting, or even remunerative like the Hindu and Colootollah Schools. Every month several boys are refused admission,

simply because there is no room for them. The crowded state of a School is a very interesting proof of its popularity in the neighbourhood, and I, for one, am proud to see any institutions of Government popular. To record the fact is pleasant, but to sit, speak, breathe, and smell in a crowd, and a crowd in the tropics, is decidedly the reverse of pleasant.

75. This School, if allowed to expand, would soon become equal to a Zillah School. Even now in numbers and standing it is equal to Pubna, or Noakhali, while the cost of each pupil is much less. The Head Master only receives Rs. 50 a month, and yet is quite as able as the generality of Head Masters. This fact is important as it shows a point to which sufficient attention has not yet been given. It proves that the prospect of promotion will secure the services of efficient men, as readily as a good salary. I have sometimes proposed for a School a high course, and I have been asked how I hoped to carrry out such a course with an insufficient assignment. If the Members of a poorly paid establishment can look forward with certainty to promotion, I can do as much with them as with any other officers. I am therefore opposed to the system of the School Improvement Committee which declares that a School shall not raise its course of instruction unless the Masters receive certain specified salaries.

The Education fund is not rich enough to allow us to do all that we would, we must therefore do all that we can. No resident at Barrackpore takes any interest in this School or ever comes to inspect its operations. Its popularity among the Natives therefore is not due to the patronage of the European residents.

Jessore.

76. Under the steady rule of Mr. Smith, the Head Master, this School will always acquit itself respectably at the examinations, and the neatness, order, and regularity of all the internal arrangements, will produce a pleasing effect on visitors.

I should like however to see a little more animation in the work. Bengali lads do not require the active exercise of English lads, but still the adoption of a few modern improvements in the art of Teaching

would go far to enliven the School room. More attention should be given to pronunciation. Some of the under masters, otherwise very able men, fail in this respect.

The Ranee Kattainy still continues to give her annual donation of Rupees 300 to the School. Such liberality is uncommon, and I beg to bring it to the notice of Government.

Pubna School.

77. I visited this School on the 6th April and found one of the School Bungalows still under repair. There is a fatality about the two School houses at this station. They never are in a serviceable state. The Head Master is an efficient man, but I cannot report the same concerning some of his subordinates. The third Master has been warned that unless great improvement takes place in his method of teaching, he will be degraded; the fourth Master also was unequal to his duties.

Furreedpore.

78. The Head Master of the Furreedpore School, Mr. Francois Lefeuvre, has now served for nearly five years, and his own natural desire for promotion has been strongly supported by the Local Committee. He was formerly Head Master of the Junior Department of the Dacca Collegiate School, and now that he has served five years in so small a station as Furreedpore, I cordially recommend his promotion. Those who serve in out stations are, I am happy to notice, first considered for suitable vacancies in the Hindu School. I trust that Mr. Lefeuvre may soon receive his well earned transfer to some College.

The Committee at Furreedpore have collected the sum of Rupees 3,000 for building a School house. The Model Zillah School house sanctioned by Government costs in its cheapest form Rupees 10,000, of which sum Government agreed to give half. As the local subscription never reached Rupees 5,000, the Government aid could not be given.

Burisal.

78. The cheapest and largest School in East Bengal is that at Burisal. The cost of each boy was last year eight annas ten pie, an increase on the cost of the year before.

The Local Committee supply an interesting table of the occupation of the parents and guardians of the pupils, from which it appears that

24·6	per cent.	are	Zemindars and Taluckdars.
·8	"	"	Merchants.
33·3	"	"	Pleaders and Mooktears.
33.3	"	"	Amlahs.
8.0	"	"	Private Individuals.
100·0			

Thus two-thirds exactly of the School are the sons of Pleaders and Amlahs and others connected with the Government Courts. The proportion is even greater in other Schools. The remaining third is filled up by the sons of Zemindars, Taluckdars, and private individuals. It is remarked that only 2 out of 225 boys are the sons of Merchants. The rice trade in Backergunge is enormous and the Merchants are very rich. At Naraingunge also, near Dacca, the greatest place of trade in East Bengal, the Merchants would not contribute Rupees 20 a month for a School. The indifference to education of the great Native traders in rice and country produce, is very remarkable.

79. I noticed in this School an unusual degree of difficulty which the boys experienced in expressing their meaning in English. Their pronunciation was not good. The Head Master, Baboo Gopal Chunder Dutt, has gained the confidence of the Committee, and I am quite sure that he will exert himself to remove the defects noticed by the examiners at their Annual Examination. The Head Pundit has given great satisfaction. The Secretary to the School is Mr. Kemp, and to his kind encouragement the School and the Public Library owe much of their success

Comillah.

80. The Head Master of this School, Mr Leicester, has been repeatedly recommended for a Personal Allowance as for nineteen years he has served without promotion, and always to the satisfaction of his superiors. Government, however, as an unvarying rule, declines to give Personal Allowances. It is believed that Mr. Leicester is not desirous of promotion to a College.

Noakhali. 81. The School at this station is small and consequently the cost of each boy is comparatively large, amounting to Rupees 5-4-8, which is double the cost of boys at Chittagong, Tipperah, and Pubna, and four times the cost of boys at Baraset. The Masters of this School must be acquitted of any responsibility on account of the paucity of numbers. The Government is quite willing to accept any proposition which would make the institution more acceptable to the Mussalman community. I fear, however, that Mussalmans have no desire for English education, and that any alteration would not induce a larger attendance.

Chittagong. 82. I beg to draw the attention of the Director to the thorough and careful manner in which the Annual Examination has been conducted by this Local Committee.

The Head Master, Baboo Gopal Chunder Banerjee, knows the Sanscrit as well as the English language, and is consequently respected by the whole Native community. His services might be useful if a good Classical School, where Sanscrit took the place of Latin and Greek, should ever be established in Calcutta. The Local Committee regret that the Government School has been reduced in numbers by the proximity of the Aided School, and by the attraction of a lower fee. From the first establishment of the Aided School, I opposed its removal from its old position on the general principle that Schools assisted by Government should not be so placed as to enter into mutual competition.

THE GRANT IN AID SYSTEM.

83. Grant-in-Aid Schools are of three kinds, English, Anglo-Vernacular, and Vernacular. In Anglo-Vernacular Schools, English is taught as a language only, instruction in Geography, History, &c., being given in Bengali. Owing to the scant supply of books allowed by the Calcutta School Book Society to its Agents, this rule is sometimes not enforced, simply from the want of proper books, but all the Deputy Inspectors have orders to see it carried out. A few superior institutions

conform to the routine of Zillah Schools, and use the English language in all subjects. The difference between English and Anglo-Vernacular Schools is not so wide, as would be imagined, owing to the fact that in both of them the pupils' sole desire is to understand, speak, and write the English language; and to give as little time, as the routine will allow, to any other subject.

The general remarks that I make on Anglo-Vernacular Schools may be considered to apply also to English Schools.

84. Anglo-Vernacular Schools are capable of almost any amount of extension. There is a general desire for these Schools. The department has tried its utmost to repress the demand, but to no avail. All the arguing in the world will not convince a Hindoo that a moderate knowledge of English will not be of greater pecuniary value to his son than the very best education in Bengali. As to education in itself, the mass of respectable Hindoos care but little. They simply desire to plant out their children well in life. This is so natural a feeling that a change of opinion cannot be anticipated. I endeavour to take advantage of it by making the aided Anglo-Vernacular Schools as nearly self-supporting as possible, and I invariably try to join with the English instruction a sound elementary education in Bengali. The Honorable Court of Directors in their Despatch, No. 104 of 1857, dated 29th July, of which extracts were communicated to the Education Department, write as follows:—"With "reference to the remarks of Mr. Hodgson Pratt on the questionable "advantage of a knowledge of English to the limited extent to which it "is carried in such Schools as the Baboos Joykissen and Rajkissen "Mookerjea propose to establish, we presume that no boys are permitted to enter on the study of English, who have not previously undergone or are simultaneously put under a course of instruction in the "Vernacular.

Anglo-Vernacular Schools.

"We concur in Mr. H. Pratt's remarks that in cases like the present, "it is unadvisable to expend money in giving to a few hundreds an inferior English education, which may be so much better spent in giving "to the millions an improved Vernacular education."

On the authority of this despatch, Anglo Vernacular Schools are discountenanced though they are not actually prohibited. I apprehend however that the restriction has been carried out more rigorously than was intended by the Honorable Court.

The expense to Government for each boy in these Schools is as I showed last year* only double the present cost of each boy in a grant-in-aid Vernacular School. Hence the proportion suggested by Mr. Pratt of a few *hundreds* learning English to some *millions* receiving an improved Vernacular education is wholly unwarranted. The proportion should rather stand thus;—shall Government give instruction in English as well as in the Vernacular where the people earnestly desire it,—or shall it oppose their wish and educate at the same aggregate cost just double the number in the Vernacular only?

85. In Anglo-Vernacular Schools the boys know more of Arithmetic, History, and Geography than in Bengali Schools. They may not possess any great proficiency in high Sanscritized Bengali, but they are taught to write correctly in their mother tongue; a rare accomplishment, which their fathers never possessed. I am happy to report that the Honorable Court were correct in assuming that a course of Vernacular instruction generally precedes and invariably accompanies the study of English.

Ignorance however of the Vernacular is not considered disgraceful. Thousands of documents leave the Law Courts daily all over the country, yet not one in a dozen is free from mistakes in Grammar and Spelling. No native thinks the worse for this reason of the Sheristadar and his Amlahs The Zemindar does not condescend to take the trouble to write accurately to his relatives or dependents.

86. Education in English is popular in East Bengal even among the orthodox part of the Hindoo community. The venerable Hindoo gentleman, who from conscientious motives pays the fees of every boy in his aided School at Malencho, is about to resign his grant, because he may not teach English in an aided Vernacular School, and has no opportu-

* See Report, Appendix A. page 82.

nity of establishing an Anglo-Vernacular School, owing to the rule of distance and the existence of such Schools within the prescribed limit.

87. Anglo-Vernacular Schools copy the arrangements of the Zillah Schools, but from want of funds are in every way on a lower scale. The building is poorer, the furniture second-hand, the library meagre, and the school apparatus generally bad. Yet instruction is given and sometimes given well. The above difficulties are not those which most oppress the Inspector.

88. Grant-in-aid institutions may be divided into two classes, according as the payment of teachers is regular or irregular. Each class presents difficulties peculiar to itself. The first kind of school is usually supported by some Zemindar of undoubted respectability, and the management is given to some of his relations or dependants. One of these persons is sure to think that a master is inefficient, or disrespectful, or objectionable, or inferior to some other person who would take the appointment. The incumbent is then summarily dismissed I have remonstrated most strenuously against this wanton exercise of power. I have no hesitation in declaring that the causes assigned by three different Committees for the dismissal of their teachers were frivolous and vexatious. It has now come to such a pass that I hesitate to recommend a really good teacher to an aided school, if the Committee ask my advice, lest he should be subjected to the injury of unjust dismissal. Thirty rupees in a Government school is considered as good as fifty rupees in an aided school; though in both appointments a pension may be obtained. This uncertainty of tenure deprives aided schools of good masters, and is undoubtedly a cause of inefficiency.

The very liberality of Government in granting pensions to certain masters of aided Schools on the same terms as to Government institutions is made an instrument of oppression. The Hon'ble Court of Directors in their despatch No. 1415, dated 17th November 1855, declare that in the case of a public servant who may be dismissed for misconduct and subsequently re-admitted "the first service is not to count for pension at all, however short the interval of his non-employment may be." I positively assert that Mr. Howatson, of Takee,

Mr. Shields, of Syedpore, and Baboo Brojendronath Bannerjee, of Cossipore, who were dismissed from their respective Schools, have committed no fault at all, much less a fault worthy of expulsion, and loss of pension. I am ready to give to any of these gentlemen the highest testimonial to their excellent conduct. With respect to Mr. Howatson, of Takee, the Local Committee themselves gave ample testimony to his exemplary private character, his punctuality in the discharge of his duty, and the excellent state of the School when under his management. I can myself testify to his worth as an excellent English Teacher. The public as well as myself, will scarcely believe that this gentleman was dismissed from Takee School, simply because two young men from the Presidency College examined the institution and told the Committee that the Head Master did not know Conic Sections, and that many a College Student who had read higher than that would be glad to take the post. This is all the charge that is laid against him, and Conic Sections is a subject never required in a School.

89. In the second case, where the payment of salaries is irregular, the masters suffer much. It is a rule that the bill for one month must be accompanied with the signatures of the masters that they have actually received their full pay for the previous month. This is enjoined in order that the Department may have proof that the stipulated pay to the masters is really given. But the transmission of the bill is sometimes delayed, owing to the non-payment of the subscriptions, and the poor masters must wait the pleasure of the defaulters, or themselves pay the outstanding subscriptions. These "benevolences" are, I fear, frequently exacted. It is a general belief that by these and other subterfuges, the masters of aided schools receive one sum and sign receipts for another. The grants to two large schools in East Bengal have been stopped for these reasons, and the case of a third school is now under consideration. It is a strange trait of native character, that the oppressed will not cry out against their oppressors. The Inspector and Deputy Inspectors regularly enquire into the payment of salaries when they inspect the school, but the sufferers hide the true state of the

case. It will be advisable to apply the provisions of the Act for breaches of trust to repress these practices.

90. It will not be necessary to enter into details of the several schools, as an examination of the classified list below will furnish the required information.

Classified List of Schools.

The classification of schools under the six heads of Excellent, Good Fair, Moderate, Imperfect, Bad, is the same as is required in Great Britain by the Lords of the Council on Education. For facility of entry, these six are arranged two and two, under the divisions of High, Middle, Low.

It may be observed that the A. V. Schools marked "High give instruction up to the University Entrance standard, and that the general state of a school rather than the proficiency of a few lads in it determines the class in which the school is entered.

All the schools recently established, and in which the boys are yet in the very rudiments are entered under the head of "Low."

The general results of a laborious examination of each school may be seen at a glance by the head under which the school is ranked. Every school in my district, whether Anglo-Vernacular. Vernacular or Gurumohashoy under improvement is thus classified.

91. The list will enable the Director to compare together the opinions of the Inspector and of the superior local Officers who visit and report to Government on a school. As a general rule, it will be seen that the Inspector forms a less favourable opinion of a school than the local Officers.

92. The intention in forming the classification was to establish a salutary check on the accounts of all aided schools. An inefficient school with a large expenditure will at once come under surveillance, while an efficient school cheaply managed will be exempted from that strict supervision.

In a country where truth lies at the bottom of a well, and is painfully difficult to come at, it will facilitate the Inspector's proceedings to know at a glance whether or not a complaint is likely to be true. False accusations sometimes are made and the accounts of honorable

managers may be subjected in consequence to annoying investigations, but a list like this will diminish the necessity for such proceedings. I propose to revise the list every half year, and to let each school know its class, that a desirable competition may be maintained over all the district. It must be borne in mind that in unhealthy and remote places, the attendance will be small while the pay of a teacher is high, by both of which reasons, the expense of each boy will be increased.

Aided Vernacular Schools.

93. There is great indifference towards these schools. In the opinion of the mass of respectable Hindoos in villages, the addition of instruction in such subjects as Geography and History is no improvement. The boys go to Bengali Patshalas to learn to write and to keep accounts. It is quite a matter of indifference to their parents whether they are taught to read or to understand what they read. The understanding what is read is supposed to come of itself in after-life. Hence our improved schools, where reading with intelligence is a *sine qua non*, rank in a villager's estimation no higher than the patshalas. They are regarded as more ornamental but less useful than their time-honored predecessors. Still as the fee is about the same in both, and sometimes higher in the old than in the new school, there is no decided opposition.

94. The subscription to meet the grant generally is guaranteed by three or four influential men, who give a part of it themselves, and make some parents pay more than the stated fee, the excess being counted as subscription. The guarantees usually have children whom it is necessary for them to educate. The great drawback to the spread of these aided vernacular institutions has not been the apathy of the people so much as the repeated stoppage of grants at Calcutta owing to discussions in high quarters about the relation between fees, subscriptions, and aid.

Indigenous Schools under improvement.

95. Mr. Adam in his 3rd valuable report on the state of education in Bengal, (p. 141), says that with reference to the great question in "what manner native institu-"tions may be most effectually employed with a view to the gradual for-"mation of a regular system of instruction for the benefit of all classes

"of the community," he is disposed "after mature consideration to "recommend the establishment of public and periodical examinations of "the teachers and scholars of those institutions, and the distribution of "rewards to the teachers proportional to their own qualifications and the "attainment of their scholars,—the examinations to be conducted and "the rewards bestowed by officers appointed by Government and placed "under the authority and control of the General Committee of Public "Instruction."

This is substantially the "Circle System." Its fundamental principle is to give remuneration according to results only. The details as described at length in my former reports differ from those suggested by Mr. Adams. The lapse of twenty years has brought so great an increase in the number and reduction in the price of educational publications, that his system of remuneration by the gift of books only would now lose half its value. With regard to the other important details in which I have ventured to differ from so high an authority, I can plead the sanction of the very men whose opinions he always quotes with deference.

96. The Marquis of Hastings observed that "the Village School "Masters could not teach that in which they "had themselves never been instructed." To meet this objection I have provided that a Pundit paid by Government should be appointed to each circle of three or four indigenous schools. This Pundit with the ... gives instruction to the highest class of the ... the Guru is ignorant ... to the Guru also if h... sum of Rupees ... has been sanctioned by ... nt for ... ment of ... Each circle is allowed Rupees 25, of which ... salary of the Pundit, and Rupees 10 for rewa... boys, if certain specified standards are obtained. ... these ten rupees has not yet been drawn, as the boys are work... the required mark. The usual monthly bill is about Rupees 1,000. Of the 150 schools mentioned in the classified list, 81 have received rewards. Twenty-one Schools also under improvement received rewards and have ripened into aided institutions.

Circle System.

G

Map-drawing in Boys' Schools.

97. In some of the Circle Schools very neatly drawn maps are made, but the peculiarity in them is that the boys themselves make the paint from various trees and vegetables, as proper paints are not easily procurable. This is decidedly map-making under difficulties. I have submitted for the Director's inspection some of these specimens.

Female Education.

98. At some of the Gurumohashoy Schools girls attend and receive rewards for a lower qualification than boys. The Guru begins to get a reward as soon as the girl can read the first number of the Shishushikhya or Infant Teacher. The number attending is at present only 162, but the Gurus who have received rewards for instructing girls are not likely to overlook so easy a means of remuneration; and others will imitate their example. "A little leaven leaveneth the whole lump." In the above number are included 43 girls at Syedpore and 32 at Lallbag School in Dacca, but the Bengala Bazar School and the private Schools at Koomerkhali, Baraset, and Dhamroy, the Aided School at Barooli in Jessore, and the new Schools at Nibodhoy and Noihatta are excluded, as they are not due to Gurumohoshoy Circles.

The School at Syedpore is highly honorable to its projectors. More than three-fourths of the children are Brahminees. I append in a note the opinion of the Revd. H. C. Milward about this School.* The

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August 20, 1862.

Mr. W[illegible]

[illegible] asked me to state my impressions of the Syedpore [illegible] at pleasure in saying that they are of the most [illegible] Although I had heard something of the School, yet I [illegible] surprized when I saw what it really was. I had no idea that girls in such a position could be got together to receive instruction from a Pundit, or that being got together, they would allow an European to examine them. There were 40 girls in the School of whom the greater number were Brahminees, and about half the remainder Kaisthas, and it was evident from the dress and appearance of the girls that they belonged to respectable, and some

Lallbag School is due to the exertions of the Deputy Inspector of Dacca. It has been almost entirely supported at his own cost. The Dhamroy School which is also due to his exertions contains 14 Brahminees, 3 who are daughters of Brahmins who were outcast long ago for having fishermen as their disciples, and 12 who are daughters of Boidyas or Kaisthas.

99. Government has contributed only 18 Rs. per mensem directly towards female education in East Bengal. A liberal grant of Rupees 80 was allowed to the Bengala Bazar School at Dacca, on condition that the projectors of the School subscribed Rupees 50, but as this subscription was never realized, the grant could never be drawn. The Schools at Bengala Bazar and Koomerkhali are due to the European residents at Dacca and to Mr. Eddis respectively, though in the latter School the liberality of the wealthy merchant Baboo Muthoornath Koondoo must be mentioned with respect. This gentleman not only chiefly supports the School with his money, but what is of more value sets an example of enlightenment by sending his children and the children of his dependents

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of them I should say, to rich families. The first class read and explained with ease and with very few mistakes, the 3rd number of the Shishushikya and afterwards spelt several words quite correctly. They also exhibited a ready and familiar acquaintance with the Map of India, quite as good I should say as is usually found in Bengali Boys' Schools. I have seen something of female education in India, but I never saw any thing like this—taking the caste and position of the girls into account—and I felt really thankful that such a beginning is made. I may add that the Teacher expressed on behalf of the girls an earnest desire to have a Mistress appointed who might teach them sewing. This most reasonable and suitable request I am sorry to say, you were obliged to refuse from want of funds. They promised if such a person were appointed that the School should increase to 100 girls, and though probably we must not build too much upon native promises, yet there is no doubt that if you could get such a person, it would supply a most important desideratum in a woman's education.

I remain, My dear Mr. Woodrow,
Your's truly,
H. C. MILWARD, B. A.,
Church Missionary.

to it. The other Female Schools are due to native exertion solely and are supported, except at Barooli by native subscriptions or by the Inspector. No assistance is received from Government or from Missionary Societies, or from the European public. The rule now observed in Bengal is that an Inspector of Schools who wishes to see Native Females instructed must pay for his Schools himself. I have been cautious in gratifying my wishes, but Pundit Ishwarchunder Bidyasagar opened forty female Schools, secured an attendance of more than 1,300 girls of good caste, and soon found himself liable for between three and four thousand Rupees.

The female Schools instituted by Inspectors are generally for the rich and no child is paid to come. The Missionaries paid, and still generally do pay, girls a daily sum for coming to School, and thus obtain a supply of children of low rank. The great reason, however, of the diminished opposition to female instruction is the progress of education amongst the men. Twenty years ago Mr. Adams, a true and keen observer of the signs of the times, remarked, "that within a comparatively "recent period certain classes of the native population, hitherto excluded "by usage from Vernacular instruction, have begun to aspire to its advan- "tages, and that this hitherto unobserved movement in Native society has "taken place to a greater extent in Bengal than in Behar." Enemies to education should observe that there is mutiny in Behar, not in Bengal.

100. The following is a synopsis of the list of Schools.

CLASS.	Anglo-Vernacular. grant in aid	Vernacular. grant in aid	Indigenous. under improvement
Excellent,	0	4	0
Good,	5	7	2
Fair,	6	8	14
Moderate,	14	22	34
Imperfect,	10	24	74
Bad,	0	0	22
Unclassified, and not in the list,	3	1	4
Total.	38	66	150

RANT-IN-AID ANGLO-VERNACULAR SCHOOLS.

I. HIGH.

EXCELLENT.										GOOD.									
Name of School.	Time established.		Attendance.	Government Grant.			Cost to Government of each boy.			Name of School.	Time established.		Attendance.	Government Grant.			Cost to Government of each boy.		
	Year.	Month.		Rs.	A.	P.	Rs.	A.	P.		Year.	Month.		Rs.	A.	P.	Rs.	A.	P.
										24-Pergunnahs.									
										Allipore,	25	...	171	80	0	0	0	7	5
										Garden Reach,	3	...	138	80	0	0	0	9	3
										Cossipore,	7	..	113	90	0	0	0	12	9
										Dacca									
										Pogose School,	3		135	60	0	0	0	7	1
										Pubna									
										[illegible],	3	...	124	80	0	0	0	10	[illegible]

II. MIDDLE.

FAIR.

Name of School.	Time established. Year.	Month.	Attendance.	Government Grant. Rs.	A.	P.	Cost to Government of each boy. Rs.	A.	P.
24-Pergunnahs.									
Boroo School, ...	2	...	112	50	0	0	0	7	1
Paikparah, ...	4	...	132	65	0	0	0	7	11
Baraset.									
Ilyshuhur / Koomarhatta, ...	3	..	168	20	0	0	0	1	11
Jessore.									
Noral, ...	2	...	78	97	0	0	1	3	10
Magoorah, ...	3	...	60	35	0	0	0	9	4
Dacca.									
Kaleeparah, ...	2	...	132	30	0	0	0	3	7

MODERATE.

Name of School.	Time established. Year.	Month.	Attendance.	Government Grant. Rs.	A.	P.	Cost to Government of each boy. Rs.	A.	A.
24-Pergunnahs.									
Syedpore, ...	3	...	118	50	0	0	0	6	9
Barripore, ...	2	...	109	45	0	0	0	5	7
Muzzilpore, ...	2	...	72	65	0	0	0	14	5
Baraset.									
Nibedoy, ...	3	...	78	24	0	0	0	5	0
Takee, ...	4	...	76	50	0	0	0	10	6
Jessore.									
Khoolnea, ...	2	...	68	60	0	0	0	10	7
Furreedpore									
Shaetghur, ...	2	...	54	24	0	0	0	7	1
Manickgunge,......	5	...	48	23	0	0	0	7	8

II. MIDDLE—(*continued.*)

FAIR.										MODERATE.									
Name of School.	Time established,		Attendance.	Government Grant.			Cost to Government of each boy			Name of School.	Time established		Attendance	Government Grant.			Cost to Government of each boy		
	Year.	Month.		Rs.	A.	P	Rs.	A	P		Year.	Month		Rs	A	P	Rs.	A.	P
										Pubna									
										Corichdy, ...	2	.	57	25	0	0	0	7	0
										Barrisal.									
										Lanenparen, .. .	2	..	90	25	0	0	0	4	[illegible]
										Mudhoopasha, .	2	..	47	27	0	0	0	9	[illegible]
										Rahamutpore,	2	...	52	25	[illegible]	0	0	7	[illegible]
										Dacca.									
										Powile, ...	2	..	76	25	0	0	0	5	3
										Chittagong.									
										Meer Hyab's School,	3	..	160	50	0	0	0	5	[illegible]

III. LOW.

Name of School.	IMPERFECT. Time established. Year.	Month.	Attendance.	Government Grant. Rs.	A.	P.	Cost to Government of each boy. Rs.	A.	P.	BAD. Name of School.	Time established. Year.	Month.	Attendance.	Government Grant. Rs.	A.	P.	Cost to Government of each boy. Rs.	A.	P.
24-Pergunnahs.																			
Dum-Dum,	3	...	81	40	0	0	0	7	10										
Sookchar,	3	...	74	25	0	0	0	5	4										
Rajpore,	2	...	138	40	0	0	0	4	7										
Baraset.																			
Rahoota	6	...	50	13	0	0	0	4	1										
Furreedpore.																			
Duttoparah,	2	...	24	13	0	0	0	8	8										
Poylah,	2	...	21	15	0	0	0	11	5										
Dacca.																			
Tagooria,	2	...	58	15	0	0	0	4	1										
Joydebpore,	1	...	45	30	0	0	0	10	8										
Palash,	1	...	46	20	0	0	0	6	11										
Joinshar,	2	...	70	25	0	0	0	5	8										

VERNACULAR SCHOOLS.

I. HIGH.

EXCELLENT.

Name of School.	Time established — Year.	Time established — Month.	Attendance.	Government Grant — Rs.	Government Grant — A.	Government Grant — P.	Cost of each boy to Government — Rs.	Cost of each boy to Government — A.	Cost of each boy to Government — P.
24-Pergunnahs.									
Government.									
Muzzilpore, ...	13	..	47	21	8	0	0	7	3
Aided.									
Thakurpukur, ...	7	...	111	18	0	0	0	2	7
Shambazar, ...	2	6	166	16	0	0	0	2	[illegible]
Baraset.									
Government.									
Boro Jagoolia, ...	13	...	74	20	0	0	0	4	4

GOOD.

Name of School.	Time established — Year.	Time established — Month.	Attendance.	Government Grant — Rs.	Government Grant — A.	Government Grant — P.	Cost of each boy to Government — Rs.	Cost of each boy to Government — A.	Cost of each boy to Government — P.
24-Pergunnahs.									
Government.									
Dukhin Baraset, ...	1	...	64	16	8	0	0	4	1
Aided.									
Aheritollah.	1	6	96	21	...	0	0	3	10
Kalighát, ...	3	6	42	20	...	0	0	7	[illegible]
Boral, ...	1	6	58	12	...	0	0	3	3
Barsea.	1	6	128	20	...	0	0	2	6
Baraset.									
Government.									
Chota Jagoolia, ...	12	...	82	27	12	0	0	5	4
Dacca.									
Aided.									
Foolbaria, ...	2	...	59	12	8	0	0	3	4

MIDDLE

FAIR

Name of School.	Time established: Year	Time established: Month	Attendance.	Government Grant: Rs.	Government Grant: A.	Government Grant: P.	Cost of each boy to Government: Rs.	Cost of each boy to Government: A.	Cost of each boy to Government: P.
24-Pergunnahs.									
Aided.									
Chuckroberia, ...	2	...	100	22	8	0	0	[illegible]	7
Barasut.									
Aided.									
Hadepore, ...	2	...	57	15	8	0	0	4	4
Bharasimlah, ...	1	6	54	10	0	0	0	2	11
Rajebpore................	...	5	79	15	0	0	0	3	0
Pubna.									
Aided.									
Kroamarkholly, ...	2	1	134	11	0	0	0	1	3

MODERATE

Name of School.	Time established: Year	Time established: Month	Attendance	Government Grant: Rs.	Government Grant: A.	Government Grant: P.	Cost of each boy to Government: Rs.	Cost of each boy to Government: A.	Cost of each boy to Government: P.
24-Pergunnahs.									
Aided.									
Kamarparah,.. ...	2	..	56	10	0	0	0	2	11
Belghoria, ...	2	...	[illegible]	20	0	0	0	5	11
Barripore. . ..	2	..	78	[illegible]	8	0	0	2	9
Andhermanic .	[illegible]	...	44	11	8	[illegible]	0	5	3
Bonnogra.	2	.	62	7	[illegible]	0	0	1	9
Makhaltala. .. .	2	.	49	9	[illegible]	0	0	3	[illegible]
Salkea.	2		55	10	0	[illegible]	0	4	6
Rajahaut.	28	.	155	16	[illegible]	[illegible]	0	1	11
Barrackpore	2		44	6	0	[illegible]	0	5	11
Russa, ...	1	6	75	25	0	[illegible]	0	5	4

II. MIDDLE.—(*Continued.*)

FAIR.

Name of School.	Time established. Year.	Time established. Month.	Attendance.	Government Grant. Rs.	Government Grant. A.	Government Grant. P.	Cost of each boy to Government. Rs.	Cost of each boy to Government. A.	Cost of each boy to Government. P.
Furreedpore.									
Aided.									
Panoore, ...	2	1	70	12	8	0	0	2	10
Furreedpore,............	2	0	133	20	0	0	0	2	5
Dacca.									
Aided.									
Dhamroy, ...	2	5	128	20	0	0	0	2	6

MODERATE.

Name of School.	Time established. Year.	Time established. Month.	Attendance.	Government Grant. Rs.	Government Grant. A.	Government Grant. P.	Cost of each boy to Government. Rs.	Cost of each boy to Government. A.	Cost of each boy to Government. P.
Baraset.									
Aided.									
Neeigunge, ...	...	4	33	23	0	0	0	[illegible]	1
Kashempore, ...	...	5	75	14	0	0	0	2	11
Poora, ...	...	6	64	20	0	0	0	5	0
Noihatti, ...	...	4	53	17	0	0	0	5	1
Pardanga, ...	...	4	60	15	0	0	0	4	0
Shimhatti, ...	...	4	44	13	0	0	0	4	8
Jessore.									
Aided.									
Rarooli, ...	2	1	59	15	0	0	0	6	1
Norai, ...	2	1	74	27	0	0	0	5	10
Furreedpore.									
Aided.									
Baneeboho, ...	2	...	48	14	0	0	0	4	8
Ambaria, ...	...	4	89	23	0	0	0	4	5
Machaeen, ...	...	4	45	[illegible]	8	0	0	4	9
Dadrukhee, ...	1	...	58	10	0	0	0	2	9

III. LOW.

Imperfect.										Bad.									
Name of School.	Time established.		Attendance.	Government Grant.			Cost of each boy to Government.			Name of School.	Time established.		Attendance.	Government Grant.			Cost of each boy to Government.		
	Year.	Month.		Rs.	A.	P.	Rs.	A.	P.		Year.	Month.		Rs.	A.	P.	Rs.	A.	P.
24-Pergunnahs.																			
Aided.																			
H. Barrackpore, ..	...	5	42	16	0	0	0	6	1										
Ishuripore, ...	...	5	48	15	2	0	0	4	4										
Moydah, ...	...	5	36	10	0	0	0	4	5										
Kelagachia, ...	..	4	38	15	0	0	0	6	3										
Sookchar...	...	5	44	25	0	0	0	9	5										
Goehurri, ...	...	4	35	17	0	0	0	3	2										
Malencho, ...	...	5	36	11	0	0	0	4	11										
Baraset.																			
Gockna, ...	...	6	22	10	0	0	0	7	3										
Chandpore, ...	...	5	29	10	0	0	0	5	6										
Modunpore, ...	...	5	36	11	0	0	0	4	11										
Burrisaul.																			
Aided.																			
Satooria, ...	2	...	28	15	0	0	0	8	6										

III. LOW.—(*Continued.*)

IMPERFECT. Name of School.	Time established. Year.	Time established. Month.	Attendance.	Government Grant. Rs.	Government Grant. A.	Government Grant. P.	Cost of each boy to Government. Rs.	Cost of each boy to Government. A.	Cost of each boy to Government. P.	BAD. Name of School.	Time established. Year.	Time established. Month.	Attendance.	Government Grant. Rs.	Government Grant. A.	Government Grant. P.	Cost of each boy to Government. Rs.	Cost of each boy to Government. A.	Cost of each boy to Government. P.
Fureedpore.																			
Aided.																			
Guttee,	1	10	50	12	8	[illegible]	0	3	4										
Sree Baree,	...	2	55	11	8	0	0	3	4										
Bathangal,	...	2	58	12	0	0	0	3	5										
Dacca.																			
Aided.																			
Meerpore,	...	3	80	15	0	0	0	3	0										
Batkea,	...	3	35	10	0	0	0	4	6										
Magheena,	...	3	47	12	8	0	0	4	[illegible]										
Ameerpore,	...	3	60	11	0	0	0	2	10										
Jessore.																			
Government.																			
Fuzilpore,	1	5	67	17	12	0	0	4	2										
Pubna.																			
Aided.																			
Dhoolajana,	...	4	52	12	0	0	0	4	7										

III. BAD.—(*Continued.*)

IMPERFECT.										BAD.									
Name of School.	Time established.		Attendance.	Government Grant.			Cost of each boy to Government.			Name of School.	Time established.		Attendance.	Government Grant.			Cost of each boy to Government.		
	Year.	Month.		Rs.	A.	P.	Rs.	A.	P.		Year.	Month.		Rs.	A.	P.	Rs.	A.	P.
24-Pergunnahs.																			
Ramnagore, ...	2	5	103	15	0	0	0	2	3										
Akra, ...	1	0	78	20	0	0	0	4	1										
Ruspunge, ...	2	6	139	20	0	0	0	2	3										
Dacca.																			
Female School at Dacca.	2	0	33	0	0	0	0	0	0										

NOTE.—Baitka is one of the Gurumohashoy Schools under improvement and has obtained a grant in aid but not drawn it.

CIRCLE SCHOOLS.

I. HIGH.

EXCELLENT.							GOOD						
Name of School.	Attendance.	Government Grant		Cost of each pupil			Name of School.	Attendance	Government Grant.			Cost of each pupil		
		Rs.	A. P	Rs.	A. P				Rs	A	P.	Rs.	A	P
							T[illegible]a.							
							[illegible]	71	5	0	0	0	1	1
							[illegible]	5[illegible]	7	8	0	0	2	1

II. MIDDLE.

FAIR.

Name of School.	Attendance	Government Grant. Rs.	A.	P.	Cost of each pupil. Rs.	A.	P.
24-Pergunnahs and Baraset.							
Sursonah, I,	30	5	0	0	0	2	8
Sursonah, II,	40	5	0	0	0	2	6
Penihatti, I,	29	5	0	0	0	2	9
Behala, Behala, II.	62	10	0	0	0	2	6
Echapore, I,	55	5	0	0	0	1	5
Echapore, II,	35	5	0	0	0	2	1
Subernopoly, I,	45	5	0	0	0	1	9
Rooderpore, I,	60	5	0	0	0	1	4
Bajitpore,	29	5	0	0	0	2	9
Dacca.							
Bongow, II,	45	5	0	0	0	1	9
Coomerbhog, II,	55	7	8	0	0	2	1
Bramangow, I,	42	5	0	0	0	1	10
Baitka, I,	36	5	0	0	0	2	2

MODERATE

Name of School.	Attendance	Government Grant. Rs.	A.	P.	Cost of each pupil. Rs.	A.	P.
24-Pergunnahs and Baraset.							
Newabgunge,	112	5	0	0	0	0	8
Sookchur, I,	114	5	0	0	0	0	8
Baranagore, I,	70	5	0	0	0	1	1
Serthee, III,	80	5	0	0	0	1	0
Ariadah, II.	35	5	0	0	0	2	1
Soorah, III,	48	5	0	0	0	1	8
Dhakooria, I,	48	5	0	0	0	1	8
Budgebudge, I,	40	5	0	0	0	2	0
Talligunge, I,	90	7	8	0	0	1	4
Khurda, I,	30	5	0	0	0	2	8
Panihatti, II,	18	5	0	0	0	4	5
Neelgunge, II,	37	5	0	0	0	2	1
Jugutdul, I,	36	5	0	0	0	2	2
Baraset, I,	57	5	0	0	0	1	4
Baraset, II,	37	5	0	0	0	2	1
Halleshuhar,	116	5	0	0	0	0	8
Halleshahar, II,	48	5	0	0	0	1	8
Subernopoly, III.	40	8	0	0	0	2	0

II. MIDDLE.—(*Continued.*)

FAIR.								MODERATE.							
Name of School.	Attendance.	Government Grant.			Cost of each pupil.			Name of School.	Attendance	Government Grant.			Cost of each pupil.		
		Rs.	A.	P.	Rs	A	P.			Rs.	A.	P.	Rs.	A.	P.
								24-Pergunnahs and Baraset.							
								Subernopoly, III,	35	5	0	0	0	2	1
								Beliandi, II,	50	5	0	0	0	1	7
								Takee, I,	45	5	0	0	0	1	9
								Busserhât, I,	70	5	0	0	0	1	1
								Kadumbgachee, I,	36	7	8	0	0	3	4
								Majergah, I,	35	5	0	0	0	2	1
								Sreekistopore, I,	32	5	0	0	0	2	5
								Dhulhpore, I,	32	7	8	0	0	3	9
								[illegible], III,	29	5	0	0	0	2	9
								Badu, I,	32	5	0	0	0	2	6
								Dacca.							
								Lollbag, II,	38	5	0	0	0	2	1
								Dongow, I,	76	5	0	0	0	1	0
								[illegible], III,	80	5	0	0	0	2	8
								[illegible]gow, II,	52	5	0	0	0	1	6
								Bramungow, III,	43	5	0	0	0	1	10
								[illegible], II,	25	5	0	0	0	2	0

III. LOW.

IMPERFECT								RAD.							
Name of School.	Attendance.	Government Grant.			Cost of each pupil.			Name of School.	Attendance.	Government Grant.			Cost of each pupil.		
		Rs.	A.	P.	Rs.	A.	P.			Rs.	A.	P.	Rs.	A.	P.
24-Pergunnahs and Baraset.								*24-Pergunnahs and Baraset.*							
Newabgunge, II,	90	5	0	0	0	0	10	Kadihatti, I.	59	5	0	0	0	1	4
Newabgunge, III.	26	5	0	0	0	3	0	Poorah, II,	10	5	0	0	0	8	0
Sookchur, II,	29	5	0	0	0	2	9	Budge-Budge, III,	25	5	0	0	0	3	2
Sookchur, III,	30	5	0	0	0	1	1	Moydah, III,	116	5	0	0	0	0	8
Sookchur, Female School,	43							Rungiobaz, III.	50	5	0	0	0	1	7
Boranagore, II,	36	5	0	0	0	2	2	Rungiobaz, III	22	5	0	0	0	3	7
Boranagore, III,	40	5	0	0	0	2	0	Bistopore, III.	0	0	0	0	0	0	0
Senthee, I.	100	5	0	0	0	0	7	Neeigunge, III,	21	5	0	0	0	3	9
Senthee, II,	26	5	0	0	0	3	0	Falta, I.	50	5	0	0	0	1	7
Ariadah, I,	40	5	0	0	0	[illegible]	0	Falta, II.	44	5	0	0	0	1	9
Ariadah, III,	34	5	0	0	0	2	4	Kissennagore, III.	30	5	0	0	0	2	8
Kadihatti, I,	59	5	0	0	0	1	4	Sookdebpore, III,	22	5	0	0	0	3	7
Kadihatti, III,	25	5	0	0	0	3	2	Badu, III.	27	5	0	0	0	2	11
Poorah, I,	77	5	0	0	0	1	0	Baraset, III,	42	5	0	0	0	1	10
Dhakooria, II,	45	5	0	0	0	1	9	Mooiazur, I,	50	5	0	0	0	1	7
Dhakooria, III,	60	5	0	0	0	1	4	Joypool, I,	22	5	0	0	0	3	7
Sursonah, III,	30	5	0	0	0	2	8	Joypool, II,	56	5	0	0	0	[illegible]	3

III. LOW.—(Continued.)

IMPERFECT.

Name of School.	Attendance.	Government Grant. Rs.	A.	P.	Cost of each pupil. Rs.	A.	P.
24-Pergunnahs and Baraset.							
Budge-Budge, I,	43	5	[illegible]	[illegible]	0	[illegible]	[illegible]
Kissenagore, I.	40	5	[illegible]	0	0	[illegible]	[illegible]
Kissenagore, II,	30	5	[illegible]	0	0	[illegible]	[illegible]
Meydah, I,	60	5	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Mo[illegible]dah II.	75	[illegible]	[illegible]	[illegible]	0	[illegible]	[illegible]
Rungh[illegible]oar, I.	60	[illegible]	[illegible]	0	0	[illegible]	[illegible]
Bistopore, I,	16	[illegible]	[illegible]	[illegible]	0	7	6
Bistopore. II.	[illegible]	[illegible]	[illegible]	[illegible]	0	4	[illegible]
Sookdebpore I.	24	[illegible]	[illegible]	0	0	[illegible]	[illegible]
Sookdebpore, II.	[illegible]	5	[illegible]	[illegible]	0	[illegible]	[illegible]
Gabbaria, I,	28	[illegible]	[illegible]	[illegible]	0	4	[illegible]
Gatbaria, II,	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Tulngurge, II	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]hundah, I,	2[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Kaurdah, III	[illegible]	[illegible]	[illegible]	[illegible]	0	[illegible]	[illegible]
Pan[illegible]hatti, III,	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Entazachee, I	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

BAD.

Name of School.	Attendance.	Government Grant. Rs.	A.	P.	Cost of each pupil. Rs.	A.	P.
[illegible]							
[illegible] II.	30	5	0	[illegible]	0	2	8
K[illegible]dah II	29	5	0	0	0	2	0
K[illegible]dah III,	40	5	0	0	0	2	0
A[illegible] I. III.	16	5	6	[illegible]	0	5	[illegible]
[illegible], II. [illegible] school }	32	5	0	0	0	[illegible]	6

III. LOW.—(Continued.

IMPERIAL.						
Name of School.	Attendance.	Cost per month.			Cost of each pupil.	
		Rs.	A.	P.	Rs.	A. P.
24-Pergunnahs and Baraset						
Entrgaenee, II,	2[illegible]	5	[illegible]	0	[illegible]	[illegible]
Neegurge, I,	21	5	[illegible] 0	0	[illegible]	9
Behala, III,	20	5	0 0	0	4	0
Jagurdal, I,	[illegible]	5	[illegible]	0	[illegible]	9
Jagatdal, III,	30	5	[illegible]	[illegible]	[illegible]	7
Echapore, III,	28	5	[illegible] 0	[illegible]	[illegible]	10
Badu, I,	32	5	0 0	0	2	6
Badu, II,	45	5	0 0	0	[illegible]	9
Halleshubar, III,	35	5	0 [illegible]	0	2	[illegible]
Beleandi, I,	31	5	[illegible] 0	0	[illegible]	6
Beleandi, III,	38	5	0 0	0	2	1
Moolezur, II,	20	5	0 0	0	4	0
Moolezur, III,	16	5	0 0	0	5	0
Takee, II,	64	5	0 0	0	[illegible]	3
Takee, III,	20	5	0 0	0	4	[illegible]
Busserhât, II,	30	5	0 0	0	2	8
Kudumgachee, II,	22	[illegible]	8 0	0	[illegible]	5

BAD.						
Name of School.	Attendance.	Cost per month.		Cost of each pupil.		
		Rs.	A. P.	Rs.	A.	P.

III. LOW.—(*Continued.*)

IMPERFECT.								BAD.							
Name of School.	Attendance.	Government Grant.			Cost of each pupil.			Name of School.	Attendance.	Government Grant.			Cost of each pupil.		
		Rs.	A.	P.	Rs	A.	P			Rs.	A.	P.	Rs.	A.	P.
24-Pergunnahs and Baraset.															
Busserhat, III,	25	5	0	0	0	3	2								
Bajetpore, II.	19	5	0	0	0	4	2								
Bajetpore, III,	35	5	0	0	0	2	1								
Maj. rgah, II.	20	5	0	0	0	4	[illegible]								
Majergah, III,	22	5	0	0	0	3	[illegible]								
Sreekistopore, I,	32	5	0	0	0	2	6								
Sreekistopore, II,	50	5	0	0	0	1	7								
Seithpore, I.	36	7	8	0	0	3	4								
Seithpore, II,	20	7	8	0	0	6	0								
Malingoparah, I,	45	5	0	0	0	1	9								
Malingop.rah, II,	22	5	0	0	0	3	7								
Malingoparah III,	15	5	0	0	0	5	4								
Dholbpore, II,	26	7	8	0	0	4	7								
Rooderpore, II.	40	5	0	0	0	2	0								
Rooderpore, III,	30	5	0	0	0	2	8								

III LOW.—[illegible]

Name of School.	IMPERFECT. [illegible]	[illegible] Cost of [illegible] pupil.						BAD.
		Rs.	A.	P.	Rs.	A.	P.	
D[illegible]a.								
Shoalghur, I.	3		[illegible]	[illegible]	0	[illegible]		
Shoalghar, II.	[illegible]		[illegible]	[illegible]	0		1[illegible]	
Shoalghar, III.	49		[illegible]	0	0	1	7	
Coala, I.	60		[illegible]	[illegible]	0	1	4	
Coala, II.	[illegible]3	5	[illegible]	[illegible]	0	[illegible]	6	
Khusba, II.	65	[illegible]	[illegible]	[illegible]	0	1	2	
Arol, I.	42	5	[illegible]	[illegible]	0	1	1[illegible]	
Ariol, II.	20	5	[illegible]	[illegible]	[illegible]	2		

N. B.—The Anglo Vernacular Schools at Naraingarge, Tangr[illegible] and [illegible] the Vernacular School at Ta[illegible]bunia and the four Circle Schools at Binda are not included [illegible] th[illegible], a[illegible] they have not been classified.

Private Indigenous Schools

101. I append to this report a table shewing the visits paid during the year to indigenous schools by the Inspector and Deputy Inspectors. From this table it is seen that of 1183 visits to indigenous schools 717 were paid to those included in circles and 466 to Private Schools not so situated. As on the average, each School is visited four times a year, there are 114 private indigenous Schools receiving some superintendence from the Deputy Inspectors. No allowance is granted in East Bengal for rewarding the efforts of private Gurus. I think, however, that as the rewards for Gurus in the circles of Schools under improvement are not fully taken up I might be authorized to devote the balance to these independent Schools; and I intend to make an application to this effect, as the sole object of the grant was to reward indigenous Schools according to their improvement.

INSPECTION

Work done

102. The current correspondence and other duties of an Inspector's Office chain him to his desk and it is with difficulty that he can break the fetters and enter on his tour of Inspection. In a country like Bengal Inspection is [illegible] to the well being of a School. One visit is better than a hundred letters. The Government Zillah Schools are supervised with more or less care by the Local Committees, but few aided Schools enjoy such an advantage. During the year I have visited and inspected,

6 Collegiate Institutions.
11 Government Zillah Schools.
19 Grant in aid Anglo Vernacular Schools
30 .... Vernacular.
50 Indigenous Schools under improvement
14 other Schools.

130 Total.

Lectures.

103. In the course of my tour I gave twelve lectures on astronomy. The lectures were illustrated by an excellent Magic lantern with which I have been supplied by the liberality of Government. The ten sliders by Carpenter and West-

ly to illustrate the subject of Astronomy are all good, but those for eclipses and for the diurnal and annual motions of the earth are perfect models of art. Every lecture has been conversational, and Pundits and others have been encouraged to ask any questions they like. I have sometimes been kept employed fully two hours in answering questions on the subject of eclipses. The disputants themselves by moving a lota or any other spherical body between the light and the screen can produce so perfect a representation of an eclipse as to astonish themselves and every one else at the success with which they illustrate my arguments. The lecture is usually enlivened by dissolving views, rack work scenes, pictures of animals and celebrated places, chromatropes, &c. The people who never saw or heard of a magic lantern are lost in amazement at the wonderful sight.

I have generally had an audience of about three hundred, and by means of a wet sheet have been able to shew the illustrations on both sides so that I can remain with a few Pundits and gentlemen on one side, while the school boys and their parents are on the other. The enthusiastic thanks of the people are an immediate recompense for the trouble, while the consciousness that I have advanced the cause of truth and left no sting behind is a more lasting pleasure.

Deputy Inspectors.

104. The work done by the Deputy Inspectors is exhibited in the following table:—

DISTRICT.	Number of Schools visited.	Number of miles travelled.	Books sold.	Price of Books sold.		
Calcutta,	218	1,910	......	......	...	...
24-Pergunnahs and Baraset,	549	4,633¾	1,656	291	10	9
Jessore,	70	1,461	......	......	...	...
Pubna,	113	3,031	754	106	3	9
Furreedpore,	278	2,958	2,309	369	0	6
Burrisaul,	289	2,337½	2,817	764	2	0
Dacca,	225	2,572	3,849	843	14	3
Total,	1,742	18,903¼	11,385	2,374	15	3
Average,	249	2,700	1,626	339	4	6

My thanks are especially due to the Deputy Inspectors of the 24-Pergunnahs, Calcutta, and Dacca for the manner in which they have done their duties. Moulavie Allahadad Khan, Deputy Inspector of Furreedpore, also deserves praise. The Deputy Inspector of Jessore has been dismissed for misconduct.

105. The Deputy Inspectors of schools are well received; some of them repeatedly testify to the cordiality with which they are welcomed. The district of Burrisaul is the only exception to the rule. The people there are rough and ignorant, quite indifferent to education, and as might be expected, occasionally wanting in courtesy to the Deputy Inspector. One of the aided schools of the district was closed, because the manager, as the report stated, was engaged in a Fouzdaree suit. On visiting the place I found that the engagement in a Fouzdaree suit was a euphemism, signifying imprisonment for dacoity.

Book Agency.

106. The School Book Society is the principal agent for the supply of books; but the Deputy Inspectors unanimously complain of the scanty quantity afforded to them. The active Deputy Inspector of Dacca states that many boys keep away from school, and those in school are only half taught, because the Society will not send a sufficient supply. In a letter I lately had the honor to address to you I proved, first that agents are not appointed where they are wanted; secondly, that even the agents when appointed are not adequately supplied with books; and thirdly, that the elementary course of books that are supplied, might be improved in quality and reduced in price.

107. The second masters of the Zillah schools are generally agents, but their sales do not reach much beyond the station. Books are brought to schools situated at places of trade by boats from Calcutta, but I am not able to speak certainly with respect to the extent of this trade. I sincerely trust that more efficiency will be given to the School Book Society, which is capable of being a blessing to the country.

Mofussil Libraries.

108. Vernacular libraries are established at Dacca, Burrisaul, and Furreedpore; in the first named place, by the kindness of Mr. Forbes, in the two others by the

community at the respective stations. These libraries contain all the Bengali books that can be had; they take in almost all the periodicals, and are conveniently situated. The great dearth is that of readers.*

Dacca Museum.

109. This institution, which is a credit to East Bengal, is due mainly to the exertions of Dr. Green. The natural productions of the country, animal, vegetable, and mineral, are arranged in such beautiful order, that a visit to the Museum is rewarded with equal profit and pleasure. I regret that I have not space to enter into a description of this excellent institution. It is exhibited in three rooms kindly lent by Mr. Bremand, and owes much of its completeness to the unremitting labour of the late Mr. Robinson. Dr. Green cordially acknowledges the obligations that the museum owes to these two members of the Dacca College.

Dacca Normal School.

110. At the beginning of the year under report, the Dacca Normal School had to regret the removal of its zealous and efficient Superintendent, Mr. Lawler, who received after a competitive examination a lucrative appointment as Interpreter to the Supreme Court of Calcutta. Mr. Aratoon, whom I knew from former experience at the Martiniere to be a good master, was appointed to succeed him on half pay or Rs. 150 a month, till the examination in Bengali for qualification for the public service should be passed. He quickly passed the test, and joined his appointment on a salary of Rs. 200 which will be increased to Rs 250 on his passing for "High proficiency", and to Rs. 300 on his gaining "Honors" in Bengali.

The Pundit of the School, Obboy Churn Roy, officiated as Superin-

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* This statement would be discourging were it not for the fact that a taste for reading is of slow growth. Even in America where there is a perfect rage for new books and periodical literature, I find it stated by Sijestrom that "when the school libraries were first established they were but very "little used and the same is still the case in many places. The taste for "reading does not immediately follow the facilities for obtaining books, but is "gradually developed, and experience has shown that it is increasing with "every year."

tendent during the interval between Mr. Lawler's removal and Mr. Aratoon's arrival. I consider myself fortunate in having secured the services of so efficient and trustworthy a man as Pundit Obhoy Churn Roy.

111. The Normal School contained on the 30th April,

75 Normal students on scholarships of Rs 5, 4 or 3.
4 Vernacular scholarship holders on Rs. 4.
10 Free students.

89 Total.

The model school attached to the Normal school contained 177 boys, paying fees of one or two annas according to the date of their admission to the school. This school is self-supporting.

112. The accompanying report of the school shews the course of studies to be well adapted to train serviceable village school masters. There are however two points in the history of the school to which I beg to draw attention. On their first entrance to the school, the high caste Bickrampore Brahmins objected to sit on the lower benches of the gallery, while Sudras were setting above them. Mr. Lawler told them to sit as they liked, and if they liked the top benches where they were out of the influence of the punkah and could neither hear nor see so well as in the lower benches they were welcome to sit there. Had I heard of the circumstance at the time, I should have disapproved of the concession. Students must all sit together without consideration of caste. However, after being one year in the school, the Brahmins had learned to join with Sudras in cricket, racing, and other games, and had given up the absurdity of particular benches. So interested were they in cricket that they asked the Superintendent to *grease the ball with lard* to keep it longer in good condition. As often as the ball was knocked over the wall into the hospital drain, it was fished out by them and then rubbed dry on the grass. These results have been brought about because the Superintendents did not think it beneath them to give life to the games by taking off their coats and joining in the sport. When a real interest in the play ground was thus enkindled in the students, caste gave no trouble.

113. This excellent school is due to the charitable exertions of Mr. R. B. Chapman. It is intended for the education of the daughters of the poorer classes of the European and East Indian inhabitants of Calcutta. The total fee for boarders varies according to age from rupees 10 to rupees 7-8 monthly and for day scholars from rupees 2 to rupee 1-8.

Calcutta Girls school.

On the 30th April the number of girls on the roll was 93, and the average attendance 85 daily. The internal arrangements have always been perfectly neat, and now that Miss Cooper, a trained teacher from England, has taken charge of the school, the system of instruction is all that can be desired. The attainments, however, of the children are still low, but this defect is daily becoming less observable.

114. This examination exercises now so important an influence on the employment and promotion in the Education service, that I think more care should be taken in conducting it systematically. If some books on the art of teaching were appointed as text-books in which the candidates should be examined, much of the present uncertainty and want of definiteness would cease. I observe also a continual tendency in this examination to test the student's knowledge rather than his powers of communicating that knowledge, and his general acquaintance with a teacher's duties.

Teachership Examination.

115. The Notification of July 1855 by which public officers were directed *cæteris paribus* to select for the service of Government men who had some education, has been almost a dead letter.* Nepotism rather than education still holds the first claim to service. The Sheristadars, Amlahs, &c., of the various courts have always a large number of relations ready for every vacancy. I have observed the same results in Calcutta. The two first classes of the Syedpore School have lately been drafted bodily into the Commissariat Department. I know to a certainty that they were very imperfectly educated, and that hundreds much better trained are waiting for employment.

Employment of Educated men in the Public Service.

* A set of Rules has recently been sanctioned by Government with a view to compelling attention to the Notification.—W. G. Y.

116. Mr. Hodgson Pratt on his return from England was made Magistrate of Hooghly, where he had formerly been Inspector of Schools. On enquiring into the means taken to enforce the Notification, he found to his surprise, that not only were no means taken, but that the Notification itself had never been heard of. If it took nearly three years to travel from the Metropolis into the most highly educated district of Bengal, a distance of 30 miles, what period of time will the Notification take to penetrate to the benighted regions of East Bengal? The two reasons why so little effect has been given to the Notification are that the Amlahs of the Courts are opposed to the appointment of any but their own nominees, and secondly, that there is no machinery by which in a case of doubt the candidate can be conveniently examined. It is vain to suppose that an overworked Magistrate will have time to test the educational attainments of all the candidates for employment.

117. It has been suggested that the Local Committee of public instruction at each station should themselves appoint a Sub-Committee which might ordinarily consist of one or two of the members, the Head Master of the School, and the Deputy Inspector of the district. Such a Committee might meet regularly once a month, and hold an examination on any person that the Commissioner, Judge, Collector or Magistrate directed to appear before it. In the case of candidates for situations above Rupees 50 a month, the University Entrance might be insisted on, or the Director of Public Instruction might be requested to appoint one of the Inspectors or a superior officer in the Department to hold an examination at the place within six months, and till the nominee had actually passed, his salary might be cut five or ten per cent. With the Inspector might be associated one of the Local Committee in order that a system of examination, unpopular because of its interference with the patronage of high public officers, should rest almost entirely in their own hands, the educational officers merely giving thoroughness and reality to the test by taking on themselves the drudgery which is necessarily involved in the careful examination of papers. Appeals perhaps might be allowed, if made within one month, but it is believed that if the answers of the candidates were carefully kept, such appeals would seldom occur.

118. It is the custom to decry the success of educational operations in the Vernacular during the last four years. Persons who know nothing of the matter say that nothing has been done. Such persons ought then in common justice to give some explanation of the fact that last year 5,90,000 copies* of Bengali publications, exclusive of religious tracts, &c., were printed for sale. (a newspaper for a year, only counting as one copy). They ought also to explain how it happens that book-making and printing in Bengali, which till five years ago was an exercise of pure charity and self-denying liberality, has lately become a lucrative employment; and they should shew some cause why the question of Bengali copy-right has recently become a stern and inconvenient reality.† Five years ago an author was only too glad to get his book printed without a serious pecuniary loss to himself. Only one explanation can be given to these facts, which is that sales of Bengali books have increased, and are increasing.

Increased sale of Books.

119. The public owes a deep debt of gratitude to Pundit Ishwur Chunder Bidyasagar for his recent publications. He has taken the first place among the educators of his countrymen. His series of school books are unexceptionable, except in point of price. As an Inspector of schools, I am ex-officio, an advocate for cheap books; for my poor boys cannot buy dear publications. I grumble about the high prices of the "Sanscrit Press," but I freely confess that if any one does deserve to profit by selling his books at a dear price, that person is Pundit Ishwur Chunder Bidyasagar. He will be remembered as the man who first edited school books of such intrinsic worth and so acceptable to the people, as to have raised Bengali publications to a remunerating level. He is soon about to retire into private life, and to resign without a pension his appointments of Principal of the Sanscrit College and Assistant Inspector of Schools. Among several reasons assigned for this unprecedented

* See the Catalogue furnished to the Government of Bengal by the Revd. J. Long.

† The Sanscrit Press absolutely refused to sell to Government any of its copy rights.

step is his desire to devote himself unreservedly to the preparation of school books, by the sale of which the loss of his salary of Rs. 500 a month is said to be amply compensated. His liberality to his countrymen is well known to have been bounded only by his means, and he retires from the service of Government rich in honor, but in nothing else. The Sanscrit Press prints only school books. Who, I ask, buy these vernacular school books, and buy so largely as to remunerate not only the Editor but a large staff of learned assistants? There is but one answer. The pupils of our schools and especially of the schools established in the last four years. The Government of Bengal lately advanced to the Sanscrit Press the sum of Rupees 7,156-8 in order to cheapen for two years the price of eight books in the series.

120. In Ireland if an estate be neglected, and a tenantry sunk in the depths of ignorance and destitution, it will be found that the landlord is non resident. Like causes produce like results. The districts of East Bengal, where there are no schools and no hope of schools, belong to the wealthy zemindars who reside in Calcutta and claim to be the representatives of their countrymen.

Non-Resident Zemindars

It is much to be regretted that there is no public feeling to bear upon men who draw princely revenues from their vast estates, and yet do not contribute one penny to establish schools for the benefit of their tenantry. The exceptions in my district to the rule are, the Ranee Kattiani who gives rupees 300 a year to Jessore: the Raja Suttorchurn Ghosaul, who has instituted two scholarships of rupees 5 each a month at Comillah, and the great zemindar Baboo Ramrutton Roy who contributes rupees 124 a month to the aided school at Noral, his family residence. The merchant, Baboo Muthoranath Koondoo, of Koomarkhali, supports three good schools. He however is not an absentee landlord.

In the 24-Pergunnahs, the zemindars are liberal, and I would make especial mention of Coowar Kaleekissen Roy, of Paikpara, Baboo Kasinath Roy Chowdry, of Cossipore, and of Baboo Sreenath Bose, of Boroo, who all support flourishing schools.

121. The Inspector is expected in his report to speak of the prevailing ideas and prejudices of the people in his district. The subject is so wide, that I must limit myself to the mention of one marked trait in the Bengali character that of caution. In the examination of the schools, I [illegible] questions on the History and Geography of India, as it is ab-[illegible] the Histories of Greece and Rome, but to know [illegible] country. They have generally learned something about such places as Lucknow and Cawnpore, but whenever I have put questions [illegible] the late scenes enacted there, they have shewed entire [illegible] seeing the fact general, I have asked the cause, and find that the [illegible] themselves know little, and will speak less about the [illegible] uncertain what might be the consequence of talking to the boys about the scenes of the mutinies, they have kept a dis-[illegible]

1[illegible]2 A prevalent opinion among a small class of Europeans is that Missionary Societies have principally availed themselves of Grants-in-aid The belief is [illegible] at variance with the fact. The following schools only in East Bengal are connected with Missionaries :—

			Monthly Grant Rupees		
Anglo Vernacular	Allipore	Cathedral Mission, ..	[illegible]	0	0
	Garden Reach,	„ ..	80	0	0
Vernacular ...	Thakurpukur,	Church Mission Soc.	18	0	0
	Rajahat	„ ...	16	0	0
	Ramnagore,	„ ..	15	0	0
	Akra,	„ ..	20	0	0
	Ruspungee,	„ ...	20	0	0
	Barripore,	Propagation Society, ..	13	8	0
	Andhermanic,	„ ..	14	8	0
	Bonmogia,	„ ...	7	0	0
	Makhaltolla,	„ ...	9	8	0
	Solkea,	„ ...	10	0	0
		Total, ...	303	8	0

There are therefore two Anglo Vernacular and ten Vernacular schools connected with Missionaries Societies out of 38 Anglo Vernacular and 66 Grant-in-aid Vernacular schools in East Bengal.

Obstructions to Travelling.

123. In conclusion, I have to observe that the time is not yet come when Educational Officers in East Bengal can travel by land. A few short pieces of road are beginning to appear here and there, but no one would dream of taking a wheeled conveyance above sixteen miles from Calcutta as metalled roads fade into mud at that distance. I have heard that a towing path was once completed from Calcutta to the Cobbaduk river for about a hundred miles. It does not now exist. The path made one year would be obliterated the next, owing to the growth of the jungle and the rapid melting away of the path when reduced to its normal state of mud by heavy rains and constant traffic. To keep up the path in its proper state, unceasing attention, much labour, and consequently a heavy expenditure are required. At present nothing is seen but miserable make shifts, or more generally no make shifts at all. Even in the few places where a little bank, a foot high and six inches wide at the top, appears as a weak representative of a towing path, it is perpetually broken by small but deep unbridged water courses, through which the boatmen regardless of crocodiles swim or flounder up to their necks in water. During the course of a hundred miles, I did not see a single bridge even of bamboo. The poorest villages can afford to provide such a structure, but the Commerce of India cannot or rather does not. What is every body's business is no body's business. It is my duty to visit schools as fast as possible, and therefore it is my business to complain of the obstacles which oppose my travelling with speed.

I have the honor to be,

Sir,

Your most obedient Servant,

HENRY WOODROW, M. A.,

Late Fellow of Caius College, Cambridge.

L

No.		Names of Students.	Posts of Deputy Inspectors.	Locality of the Institutions.	Amount pay per month.	REMARKS.
1	1	[illegible] dar Bose,	B[illegible]	[illegible]am,	20	
2	2	[illegible]	Do	[illegible]	15	
3		[illegible]	Do		15	Transferred from Nareegram.
4		[illegible]	Do	Bu[illegible]hoon,	15	
5	5	M[illegible] Ghosal,	Do	[illegible]pore,	15	
6	6	B[illegible]	Do	[illegible]ongum,	15	
7	7	[illegible] Mookerjee,	Do	[illegible]	15	
8	8	[illegible] Chunder Bhu[illegible]harjee,	Do	[illegible]	15	
9	9	Mo[illegible]narain [illegible]	Do	[illegible]	15	
10	10	Poron chunder Chatterjee,	Do	[illegible]	15	
11	11	Oghor [illegible] Ghose	Do	O[illegible]gram	15	
12	12	Russick chunder Banerjee,	Do		15	Transferred from Gourhatty in Hooghly.
13	1	[illegible] Goopto,	Hooghly,	[illegible]	15	
14	2	[illegible]nauth Bhuttacharjee,	Do	[illegible]	15	
15		Woomachurn Banerjee,	Do,	Mundl[illegible],	15	
16	1	[illegible] Bhuttacharjee,	Do	[illegible]	15	
[illegible]	5	Sree[illegible]nath Bhuttacharjee,	Do	[illegible]	15	
[illegible]	6	[illegible] Chatterjee,	Do	[illegible]	15	Transferred from Cauchunnugger in Burdwan.
19		Dinonauth Mookerjee,	Howrah,	Serampore	15	
20		[illegible] Bhuttacharjee,	Do.	Mo[illegible],	15	
21	1	Khettarnath Adhurjee,	Burdwan,	K[illegible],	15	
22	2	Indernath Mookerjee,	Do.	Ramp[illegible]	15	
23	1	[illegible] Moitro,	Beerbhoom,	[illegible]pore,	15	
24	2	[illegible] Bi[illegible]to,	Do	Do	25	
25	1	[illegible] Roy,	Nuddea	[illegible]	15	
26	1	[illegible] Barick	Moorshedabad,	[illegible]	25	Transferred from [illegible]gunge in Midnapore.
27	1	[illegible] Bhuttacharjee,	Hidgelly,	These are employed by the Inspector of Schools, South West Bengal	20	
28	2	Go[illegible] Dutt,	Balasore,		15	
29	3	[illegible] Bhuttacharjee,	Midnapore,		25	
30	4	[illegible] Bhuttacharjee	Do		15	
31	1	[illegible] Goopto,	Hooghly,	These are employed in private schools.	15	
32	2	Ramkristo Aud[illegible],	Do		15	
33	3	[illegible] Chunder Gangoly,	Do.		15	
34	4	Woomeshchunder Bhuttacharjee,	Do.		15	
35	5	[illegible] Bhuttacharjee,	Do.		15	
36	6	[illegible] Dutt,	Do.		25	
37	7	[illegible] Bhutta-[illegible]	Do.		15	

28. It will be seen that the Burdwan District has given employment to the greater number of these young Pundits and I may be right to mention that from this zillah fewer complaints are made by them of the non-payment of salaries than from other places, and this circumstance I consider creditable to the Burdwan Deputy Inspector.

29. In each of three zillahs of this division there is, as you are aware, an allowance of Rs 27-8 per mensem to be distributed either in money or in books as rewards to Pundits and pupils in Vernacular Schools. In the first instance, it was thought best to improve those schools which, by accepting grants-in-aid, had become more immediately connected with us, by purchasing from this fund maps, dictionaries, and works of daily reference to place in the hands of those Pundits who could make a proper use of them. In this manner has the allowance for the past year been chiefly expended,* and had there not been the means from this source I doubt if the projectors of any one of the aided Vernacular Schools would have themselves procured the materials for teaching geography or have given aid to the Pundits in other branches. This too became more necessary when, as you must remember, the special grants formerly allowed for similar purposes were temporarily discontinued. The remainder has been applied to the more legitimate object of giving book rewards to Pundits and pupils in aided and unaided Vernacular Schools indiscriminately; awarding them only according to merit. In this latter manner, the greater portion of the fund will in future be expended, seeing that many of the grants-in-aid schools are more or less supplied with the absolute requisites of a school-room. In those zillahs where no allowance of this kind has been made, the Deputy Inspectors have it only in their power to encourage respectable private Bengali schools by pointing out to them the advantages of obtaining grants-in-aid.

* The Inspector has been informed that the allowance ought not to be expended in this way, but only in rewarding the teachers and pupils of indigenous Schools not receiving regular grants. W. G. Y. *D. P. I.*

30. I have already addressed you on the subject of increasing the salaries of the Deputy Inspectors, in the hopes of inducing Natives to value these appointments, and to regard them as more permanent than they do at present, and also in the expectation that Christians may accept of them, who will be entirely independent of the native managers, masters, &c.

Abstract of Returns of the number of schools visited and miles travelled by each Deputy Inspector of Schools during the year 1857-8.

District.	No. of Schools visited during					No. of miles travelled during				
	Quarter ending 31st July, 1857.	Do. ending 31st October, 1857.	Do. ending 31st January, 1858.	Do. ending 30th of April, 1858.	Total.	Quarter ending 31st July, 1857.	Do. ending 31st October, 1857.	Do. ending 31st January, 1858.	Do. ending 30th of April, 1858.	Total.
By Deputy Inspector, Hooghly,	45	31	93	28	197	656	340	356	282	1634
" " Howrah,	59	54	57	54	224	397	356	438	396	1587
" " Nuddea,	38	31	31	68	168	336	322	283¼	352	1293¼
" " Burdwan,	120	80	69	82	351	469	423½	430½	444½	1767½
" " Bancoorah,	51	50	54	56	211	266	212	339½	312	1129½
" " Moorshedabad,	54	42	47	46	189	308	267	406½	422	1403½
" " Rajshye,	16	16	27	25	84	341	322	226	250½	1139½
" " Maldah,	24	14	0	13	51	402	245	0	220	867
" " Beerbhoom,	39	50	41	37	167	264	156½	314	228	962½

Return of Public Libraries from 1st May, 1857 to 30th April, 1858.

	No. of persons using the Library during the Quarter ending					Amount of Subscriptions realized during the Quarter ending					No. of Books borrowed during the Quarter ending				
	31st July, 1857.	31st October, 1857.	31st January, 1858.	30th April, 1858.	Total.	31st July, 1857.	31st October, 1857.	31st January, 1858.	30th April, 1858.	Total.	31st July, 1857.	31st October, 1857.	31st January, 1858.	30th April, 1858.	Total.
						Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.					
Hooghly,......	83	689	524	556	1802	97 0 0	49 0 0	55 0 0	46 0 0	247 0 0	46	96	60	63	265
Krishnaghur	*														
Berhampore,	69	7	49	0	125	173 0 0	24 0 0	240 0 0	0	437 0 0	349	8	240	0	597
Nattore, ...	48	50	80	0	178	36 0 0	36 0 0	36 0 0	0	108 0 0	643	583	664	0	1890
Bancoorah, ...	40	31	31	28	130	191 10 0	74 4 0	73 12 0	250 0 0	589 10 0	133	637	92	104	896
Burdwan, ...	116	154	0	133	403	126 [illegible] 7	95 8 3	0	84 4 0	306 1 10	315	348	0	342	1005
Beerbhoom,...	0	7	4	40	92	0	24 0	[illegible] 0 0	32 0 0	65 0 0	0	8	9	11	28
Baulcah, ...	*				*										

* Returns not received.

31. Since reporting to you, which I did at some length in January last, on the tone and character of the native publications in South Bengal, those issued periodically have been duly received at my office. They are

The Education Weekly Gazette, which receives a grant-in-aid from the Government, and, judging of it even by native report, it is edited with great ability, and written in good Bengali.

The Songbad Burdwan, which is issued weekly, appears to be an innocent production, and lays no claims to literary merit. It contains many articles in praise of the Rajah of Burdwan, and generally discusses some case in the Courts of law, besides giving scraps of local and general news.

The Oronodoy is published twice a month, and edited by the Reverend Lall Behari Day. It is filled with moral and religious instruction, short sermons, exhortations to the natives to admire and be satisfied with the British Government, an epitome of the news of the fortnight, and many literary essays, in prose and verse.

The Gyannoderodoy issued once a fortnight, is more a literary production than a newspaper. The copy before me contains the following articles. On the Creation of the World, on Natural Philosophy, on Surgery, on Fever Medicines, an instance of Wonderful Courage, a hundred instructive slokes, the life of Nola Rajah, a new Bengali work, news of the fortnight, how to view the Eclipse of the Sun, and on the uncertainty of this World. I am told that many of the articles in this paper are written in pure and good Bengali. Another Bengali paper has also been established at Chinsurah, and a few numbers have made their appearance. It is published twice a month at two annas a copy, and as yet has contained only articles in praise of God, on the wonders of nature, on good company, dreams, foolishness, filial piety, and conversions to Christianity.

REPORT OF Dr. ROER, INSPECTOR OF SCHOOLS, SOUTH-WEST BENGAL, FOR THE YEAR 1857—58

In accordance with the direction, contained in your Circular, No. 303, dated the 3rd February, 1858, I have the honor to submit herewith my Report on the Educational operations in my Division, together with the Statistical returns of the Government and Aided English and Vernacular Schools and the Annual Reports of the Local Committees, for the year 1857-58.

Zillah Schools.

2. The following statement shews the number of pupils of the five zillah schools in my Division on the rolls at the close of 1856-57 and 1857-58

	Pupils on the Rolls.	
	30th April, 1857	30th April 1858
Midnapore, ...	172	161
Balasore, ...	80	81
Cuttack, ...	113	101
Pooree, ...	89	75
Sumbulpore.	51	39
Total, ...	505	457

The number of pupils has somewhat decreased; this, however sign of the declining condition of the schools; as the atten continually fluctuating throughout the year.

Local Committees.

3. The Local Committ lah schools have, on the whol

their duties; and I would especially notice the Local Committee at Cuttack, whose Members take great interest in the welfare of the school.

Progress of the zillah schools.

4. I am glad to state, that all the zillah schools, in my Division, have gained this year much in efficiency. The Midnapore and Cuttack Schools have nearly reached the standard of good zillah schools, and those of Pooree and Balasore are steadily progressing towards it.

5. The higher proficiency of the schools may be ascribed to the following causes:—

Increase of the number of teachers.

First, the number of teachers has been increased: Pundits have been appointed to the Midnapore, Balasore and Pooree Schools. Although all the Masters, in accordance with the rule in force, ought to be qualified to instruct the pupils through the medium of the Vernacular, yet the rule has only of late been introduced, and most of the present Masters do not therefore, possess a competent knowledge of it. Even if they did, it would be preferable that a Pundit should undertake the instruction in the native language, since, from devoting his whole time to its study, he is evidently fitter to teach it than any other person.

Reforms introduced.

6. Secondly, several of the reforms recommended by the Committee for the improvement of schools have been introduced during the year and proved successful. The most important of them are the system of marks and the monthly examinations of the different classes by the Head Masters.

System of marks.

The system of marks contributes not only to a fairer award of the [prize]s at the annual examination, by excluding accidents of excite[ment] and of questions of greater or less difficulty, unavoidable at [exami]nations, but it stimulates, and this is its chief advantage, [t]o diligence and emulation, as they are sure that the [m]arks obtained by them during the session will have [weight] in the adjustment of prizes.

Monthly examinations.

By means of the monthly examinations, the Head Master gets an exact knowledge of the attainments of the pupils; he observes the defects in teaching, or any peculiarity of the Masters, which might be injurious to the progress of the class; and has it thus in his power to remedy evils before they have become inveterate. From the monthly Reports submitted by the Head Masters I have found, with pleasure, that they have performed this duty regularly, and exercised thereby a wholesome influence on the advancement of the schools.

Defects in the economy of zillah schools.

False standard of proficiency.

7 This is perhaps the place to advert to several defects in the internal economy of zillah Schools. The principal of them is the standard of proficiency fixed for those schools, which consists in their ability to prepare the students for the junior scholarship or University entrance examination. This standard is too high for the zillah schools, requiring as it does, besides the proficiency in the usual studies of the first class of a zillah school, a knowledge of Vegetable Physiology, of Mechanics and Natural Philosophy,* and, as most of the schools are at present constituted, no adequate means are provided for instruction in accordance with it. It is the Head Master who has to teach all those subjects unassisted; he is thereby compelled to devote his whole time to the highest class, usually consisting of a small number of students, to the great detriment of his general supervision and control of the school. If to this is added the insufficiency of the instructive staff of a school, we have the appearance of a small number of students, on whose education all the efforts of the teachers devolve, and, while they but seldom attain the desired goal, the education of the rest is comparatively neglected. This I observed, for instance, in the schools at Pooree and at Balasore, and only to the ability, energy and zeal of the Head

* These subjects have lately been removed from the test prescribed.—W. G. Y. D. P. I.

Master of the Cuttack School it is owing that the latter is in a healthier state.

Remedy against it.

3. To remedy that defect, I think, the following measures should be adopted.

There are two classes of zillah schools: the first ranges with those called in the Report for the improvement of education "first degree schools" (to this standard the schools at Cuttack and Midnapore may be easily raised); the second class of schools is much lower, and they should not undertake what they cannot perform, viz. to prepare the students for the junior scholarship or University entrance examination; their object should be to give a good English education to *all* the pupils, and to prepare those who are desirous of a higher course, for the first degree zillah schools and eventually for the University. Most of the boys educated in zillah schools do not study for the University, their aim being to become clerks, amlahs, &c. To them, Geometry, Algebra, &c. are entirely lost, and they might, accordingly, have employed their time at school to the study of subjects more useful to them in after life. To qualify pupils of this kind for their future profession, the instruction of a lower zillah school should be directed, and it should be its chief object to teach well Arithmetic, Geography, and especially English; but every one who inspects a common zillah school is struck with the fact how deficient the students are in their knowledge of the English language. In the first class Geometry and Algebra should also be taught, but only to those who wished to enter a higher zillah school. In consequence of this arrangement, students engaging in the pursuits of active life, after leaving such a School would have a much more competent knowledge of the English than they have at present; they would write a better hand and be better accountants. Nor should we hear so many complaints as at present, that the pupils of Government schools are a long time unfitted for official duties.

Second degree zillah schools.

Course of study in them.

The pupils, studying for the University would, after the comple-

tion of their course in a lower zillah school, be qualified to enter the senior department of a first degree school. To connect both classes of schools, the lower ones should have four scholarships, tenable at a higher school, instead of the junior scholarships to be held at a College.

First degree zillah school. Course of study in them.

The higher schools should have two departments, the one exactly alike to the lower zillah schools, and the other preparing the pupils for the University. In the senior department, the studies, added to those of the lower schools, I consider to be a thorough knowledge of Euclid's first three books, Algebra, elements of Natural Philosophy and a more intimate acquaintance with English language and literature.

Second defect,—Instruction of each class by one teacher.

9. The second defect is, that each master has to instruct only his own class. It is one of the first laws in the art of teaching that the attention of the pupils should be thoroughly engaged in the subject of instruction. A good Teacher, no doubt, will generally be able to fix the attention of the students by the vivacity of his language and manner, the lucidity of his explanation, the connection in his ideas, the gradual progress from what the boys know to subjects which they do not know, and his ability of illustration. But even the best master flags, if he has always the same set of pupils to instruct in the same subjects. This is still more the case with the pupils; the sameness of voice, of habits on the part of the teacher takes from their attention, which would be revived by simple contrast.

Instruction according to subjects.

I would therefore introduce as a general rule into all the zillah schools, whether higher or lower, that the masters be made to teach one and the same subject in different classes.

By this arrangement the attention of the pupils is more thoroughly engaged, and the same subjects are frequently represented to them under different points of view, which is so essential

for the developement of the understanding. An equal advantage would result to the masters. They would not have to struggle with the feeling of weariness which consumes so much of the energy of a teacher, and while the higher teachers would gain in method and perspicuity by adapting their knowledge to the pupils receiving the first rudiments of learning, the teacher of the lower classes would have a constant inducement, emanating from the subject of his instruction, for study and self-improvement, which is wanting if he has to teach the elements.

Annual examinations.

10. The annual examinations of the zillah schools were regularly held in April; in those of Cuttack and Pooree I assisted myself. The prizes in the Balasore, Cuttack and Midnapore schools, where the mark system had been introduced, were awarded partly by the number of marks, obtained by the pupils in the course of the year, and partly by the result of the annual examination.

Cuttack School.

11. I advert, with pleasure, to the satisfactory condition of the Cuttack school, owing to the zeal of the Local Committee and its former Secretary Mr. Lacey, and to the energy and able management of the Head Master. In Mr. Hesley, the school has gained a Secretary deeply interested in the advance of education, who, by his kind manner, encourages masters and pupils, and spares no pains in inspecting the school and devising measures for improving the instruction and discipline of the classes.

The schools at Balasore and Pooree.

12. The Balasore and Pooree schools are not so far advanced as I should wish, which is, however, not the result of the incompetency of the Masters, but of the short existence of the schools (both were established in 1853) and the insufficiency of the instructive staff. The latter has been meanwhile increased, and the schools, in proportion to their means, have made a creditable progress during the year.

Hostility of the inhabitants of Pooree to education.

The Pooree School, moreover, has to encounter the avowed hostility of the wealthier part of the inhabitants to education. Most of them are, in some way or other, connected with the temple, and seem to believe that education would sap the hold they have on the people, and diminish the sources of their income. Although this is not the case at present, as pilgrims come from all parts of India to the shrine of Jagarnath, and the pilgrimage can only cease with the enlightenment of whole India, yet, they cannot divest themselves of the impression that the school in Pooree is a powerful engine in destroying the darkness of superstition. The consequence is that the Pandas and Mahants, the priests and principal officers of the temple and the host of their followers do not send their children to the school, which is only attended by the sons of Amlahs, traders, and emigrants from Bengal. This aversion to do anything for the promotion of education manifested itself in a very decided manner on the occasion when a call was made on the inhabitants to subscribe to the building of a new school house, which is indispensably necessary; none of the wealthier classes came forward with a contribution. Pooree is unquestionably the great bulwark of superstition in its lowest and most hideous form, and it may be difficult to find, throughout India, a place where it has spread deeper roots, without any extenuating circumstance, such for instance, as the study of the Hindu Shastras, of which there are but feeble traces in Pooree. Notwithstanding those obstacles, I think, the school will do well in time, and produce even there a change for the better, by raising a generation which, from their superior education and position, will influence all the classes of the people.

Midnapore School.

13. In November last, I had an opportunity to inspect the Midnapore School myself, and I expressed my satisfaction at the good order and discipline maintained by the Head Master and the Assistant Teachers, as well as at the attainments of the pupils, and from the Annual

Examination it appears that the progress of the classes is, on the whole, considerably greater than the preceding year.

Sumbulpore School.

14. The long discussed plan to convert the Sumbulpore School into an Anglo-Vernacular one has, at last, been carried into effect. Although it was the only Institution of the kind in a large district, yet the measure was unavoidable. From the commencement of the School, there was a total want of interest among the inhabitants in its welfare, a want, probably resulting from the small number of appointments in the district for which a higher education is required. Most of them are at present filled by Bengalis. It would certainly be desirable, if natives of the district could be found sufficiently qualified to hold them, as from their influence upon their countrymen they would be better suited to enlighten them than Bengalis, who consider themselves only temporary residents, and whose minds are constantly turning on the thought of escaping as soon as possible from a climate and a district which they abhor. The object, just referred to may be attained by giving the School two Scholarships annually at Rupees 4 per mensem tenable for three years at the Cuttack or Midnapore School.

The instruction is now given through the Vernacular, which is Ooriyan, in all the subjects except English in the two highest classes, which is taught by the medium of the English language. The former Head Master, Baboo Ughorechunder Mookerjee, has been transferred as second Master to the Cuttack School on a salary of Rupees 65 per mensem, until another situation equal in value to his former salary of a hundred Rupees, can be found for him. All the other Masters have been promoted on probation, but, to judge from the result of the annual examination, I am inclined to think that a radical change in the establishment is necessary.

Anglo-Vernacular Schools.

15. The number of boys in the two Anglo-Vernacular Schools at Midnapore has somewhat decreased, as is shown by the subjoined table.

	Pupils on the rolls.	
	30th April, 1857.	30th April, 1858.
Tumlook......................	132	120
Coutai, ...	123	107
Total,	255	227

Both, however, have gained in efficiency, and four of the students of the Tumlook School competed for the two Free Scholarships tenable at a Zillah School. The examination was satisfactory, two of the candidates gained the Scholarships by obtaining more than half the average number of marks, while the others closely approached it.

Anglo-Vernacular School at Bhudruck in Balasore.

16. An application for a grant-in-aid of Rupees 30 per mensem from the inhabitants of Bhudruck for an Anglo-Vernacular School received the sanction of Government. The establishment of this School is entirely owing to the zeal and the exertions of Baboo Sreenath Ghose, Deputy Magistrate of Bhudruck, who urged on the inhabitants the duty of imparting to their children a good education, and he raised amongst them a subscription of Rupees 1,823 for the erection of a School-house.

Vernacular Education. Applications for grants-in-aid.

17. Twenty-one applications for grants-in-aid of Vernacular Schools from the Districts of my Division were submitted by me to Government, viz. four from Midnapore, eight from Balasore, six from Cuttack, and three from Pooree. Twelve applications received the sanction of Government, viz. five from Midnapore, amongst them three submitted by Mr. Pratt, one from Balasore, four from Cuttack and two from Pooree, of which six had been set a-going at the close of the year. Twelve were rejected, two from Midnapore, six from Balasore and two from Cuttack, while one from Balasore was withdrawn.

At the end of the year, there were twenty-eight Vernacular Schools in active operation in my districts, as per margin.* Of the ten Government Schools in Cuttack, six in Ungool were then under the control of the Commissioner, and have since been transferred to my charge.

* Midnapore.

Model Schools under Pundit Isserchunder Bidyasagur,	4
Aided Schools,	8
Balasore.	
Government Vernacular Schools,	1
Aided School,	1
Cuttack.	
Government Vernacular Schools,	10
Aided Schools,	3
Pooree.	
Government Vernacular School,	1
	28

Midnapore.

18. There are at present eight Vernacular Schools, aided by Government in this District. The Schools at Coundunpore and Muraru Culna were closed, and the one at Lushkordighy, sanctioned by Government, was never opened, the inhabitants of those places refusing to pay their subscriptions. Four of the Schools were in existence in 1856-57, of which the following table gives a comparative statement of the number of pupils attending them at the close of 1856-57 and 1857-58.

	Pupils on the rolls.	
	30th April, 1857.	30th April, 1858.
Devoge,	75	69
Bholanipore,	56	50
Aloogram,	59	73
Morakata Bholanipore,	66	65
Total,	256	257

Two of the four Schools, sanctioned during the period under review, viz.: at Hayrah and Hurrichuck, were, in anticipation of aid from Government, opened respectively in March and July, 1857; the number of pupils attending them in April is noted in the margin.* The Schools at Gurbetta and Khurkoosania were not in operation at the end of the year, but have since been opened.

* Number of pupils on the rolls, on the 30th April, 1858.

Hayrah,	45
Hurrichuck,	104

Progress of Vernacular Schools.

I am, on the whole, satisfied with the attainments of the Pundits and the manner in which they discharged their duties. All the Schools have done well; some of them made even considerable progress, having sent up candidates to compete for the ten Scholarships tenable in the Bengali class of the Calcutta Medical College, of whom seven were successful, viz. five from Devoge, one from Aloogram, and one from Morakata Bhobanipore; however, three only availed themselves of the privilege. I may here mention, that three youths from Orissa joined also in the competition, viz.: two pupils of the Missionary Institution at Balasore under the superintendence of the Rev. R. Cooley, and a student of the Government Vernacular School at Kendraparah. They were not successful. I hope, however, they will come up next year again, together with other students of the Vernacular Schools in Cuttack, and meet with more success, as the Bengali language, in which the candidates are examined, is now taught in most of the Ooryah Schools.

Scholarships tenable in the Bengali Class of the Calcutta Medical College.

Course of study.

19. The course of study in the Vernacular Schools, in my Division, is framed in accordance with the one recommended by the Committee for the improvement of Schools, which is nearly the same as is laid down by Mr. Pratt in his "Manual" for the guidance of Vernacular Teachers, written in Bengali. Since then a similar book in the Bengali language founded on the above work of Mr. Pratt and the suggestions of the Committee has been prepared under my supervision by Baboo Rakhal Doss Holdar, late Deputy Inspector for Cuttack, and is now in the course of being printed at the press of Messrs. D'Rozario and Co.

Set of Class Books.

20. The set of School-books, introduced into the Schools, is nearly complete, and well adapted to its purpose. They are, with no exception, new works, either translated from the English, or compiled after English models. There were, in fact, no works in Hindu literature,

from which any assistance in the preparation of School-books could have been derived, and it is gratifying to find that in a comparatively short time valuable books of this kind have been prepared. By these works the Vernacular Schools get intimately connected with the English, since in both the same instruction, in the latter of a wider range only, is imparted. It may, however, be questioned whether Sanscrit literature should be entirely dispensed with in Vernacular Schools, or whether it be advisable to read in them one or the other translation from Sanscrit works. I am in favour of the latter course, as the students should have some acquaintance with their own literature, and, if my opinion be approved, such works as the Sakuntala, the Kadambari, and the selections made from the Sanscrit by Pundit Eshwarchunder Vidyasagar, would be particularly suited to this object.

Gurumahashaya Schools.

21. The Deputy Inspector has greatly exerted himself to induce the Gurumahashayas to introduce our books into their Schools, and succeeded at least at the town of Midnapore, where seven Gurumahashayas have adopted our course in their Schools, which are attended by an aggregate number of 250 pupils. He thus reports on the subject:—"With the increase of my experience I am more and more impressed with the importance of the Gurumahashaya's Schools as a means of diffusing education among the masses of the people. They are attended by boys of all classes from the highest to the lowest, and the Mahashayas are generally great favourites with the people. Another reason for improving the Patshalas is the cheap rate at which boys can be educated there. On first inspecting schools of this kind, we may be led to believe, that they are incapable of improvement; but such is not the case. As soon as the Mahashayas have been induced to adopt our mode of instruction, and understand that instead of depriving them of their means of subsistence, Government aims at their improvement, pecuniary and moral, they are seen to work with great diligence. With the system of rewards it is not difficult to induce the Gurumahashayas to adopt our books."—507 copies of class-books, of the value of

Rupees 89-1-0, were up to the end of April last, lent to the Gurumahashaya's Schools in which our course of instruction had been introduced.

Rewards to Gurumahashayas.

The sum of Rupees 97-15-9 has been expended last year for rewards and prizes, given to the Gurumahashayas and their pupils.

Orissa.

22. The province of Orissa, one of the last included in the scheme for popular education, contains, together with the tributary hill-states, a population of about 4½ millions. In former times it was distinguished for its learning; but now the people are ignorant in the extreme.

Indigenous Schools.

The indigenous schools for the common people are but few, and of a very primitive kind, such as I never met with in any other part of Bengal. From the data which I have collected, it appears that a

1. Chatsalis.

Chatsali or indigenous School is on the average attended by 5—6 pupils, who remain at School for two or three years; the School is, however, deserted during the greater part of the rainy season, and whenever the labours of the field require the assistance of the boys. Of the instruction imparted in those Schools, as well as of the acquirements of the Teachers, I have spoken in former Reports, and my further experience has confirmed my first impressions.

2. Sanscrit Tols.

In former times, there existed a number of Tols, or higher Schools, in which Pundits were educated in Sanscrit lore; few of them have remained, and the Pundits brought up therein are not much conversant with their Shastras. I have, however, met with some who are an exception, and all of them are willing to improve themselves if they can get employment as Teachers. Beside the indigenous Chatsalis and Tols, there are ten schools maintained by the Baptist Missionaries of

3. Schools of the Baptist Missionaries.

	No. of Pupils.
Cuttack Male Asylum, ...	48
" Female Asylum, ...	69
" Boys' English School,	23
" Christianpore School,	27
" Lacey Sue School, ...	30

Cuttack Indo-British Sabbath School, ...	21
" Do. do. Day School,	15
Chaga, ...	16
Khundittur, ...	7
Pipplee, ...	45
Total,...	306

Cuttack, which are attended by 306 pupils, as per margin. The secular instruction imparted, is superior to that of the Chatsalis, although it does not reach the standard of Vernacular Schools under the inspection of Government.

Measures proposed for the promotion of popular education.

23. The claims for an improved education are, therefore, very strong, and on taking charge of my office I thought it one of my first duties to propose measures for the education of the people of Orissa in accordance with those adopted in the Divisions of the other Inspectors. In the course of the year I laid before Government a plan embracing the printing of Class-books, the establishment of a Normal School or Class in the town of Cuttack, of Model Schools, and of rewards to the pupils of Government Schools and to the Gurumahashayas and pupils of Schools, unaided by Government, who were willing to introduce our books.

Printing of Class-books.

24. The Ooryah language cannot be considered as a dialect of the Bengali, though nearly related to it; but it is a language of its own which has its own grammatical forms, idiom, signs for the letters, and even literature, scanty as this is, consisting of annals of Orissa and mostly of translations from the Puranas, the Hitopodesh, Battrish Singhasun, etc. For this reason, the Ooryah Schools could not avail themselves of the Class-books in Bengali, but required a set in their own language. A number of Ooryah works of this kind has been for sometime in existence, first undertaken by the late Rev. A. Sutton, to whom the Ooryah language is immeasurably indebted, and who may be considered almost as its creator as a written language; and continued by Baboo Biswambhur Pidyabhoosan and Mr. Lacey.* Most of these books are, however, out of

* I take this opportunity of enumerating here all the Ooryah Class-books, hitherto printed:—

1. Vocabulary, English and Ooryah, by Mohunpersaud Thakoor, Serampore, 1811, pp. 204.

print, and as several of the are not adapted to the use of Government Schools, I fin t the Ooryah fables,

2. Ooryah Dictionary, with an introductory G mar; by the Rev. A. Sutton, Cuttack, 1841, 3 Rs.

3. Amara Kòsha, Sanscrit text in Ooryah letters, Cuttack, 1845, pp. 131.

4. A Vocabulary of the Current Sanscrit terms, with Ooryah definitions, by the Rev. A. Sutton, Cuttack, 184, pp. 221.

5. Introductory Grammar, of the Ooryah language, by the Rev. A. Sutton. In English, Calcutta, 1831, pp. 130.

6 Ooryah Grammar, by Biswambhur Bidyabhoosan, Cuttack, 1841, pp. 60.

7. Ooryah Grammar, by Mr. W. Lacey, Cuttack, 1855, pp. 115.

Second Edition, for Capt. Macdonald, Cuttack, 1857.

8. The first Lessons in Ooryah, by the Rev. A. Sutton. Ooryah and English, Cuttack, 1844, pp. 195.

9. Ooryah Primer, by the Rev. A. Sutton h Edition, Cuttack, 1850, pp. 16.

10. Barnabodhaka, or Ooryah Prim, Cuttac 1858, pp. 27.

11. Introductory lessons in the Ooryah language, by the Rev. A. Sutton,

12. 1843, pp. 199.

the Rev. A. Sutton, Cuttack, 1846, pp. 128.

13. Ooryah Instructor, by the Rev. A. Sutton, Cuttack, 184, pp. 140.

14. Padartha Vidyasar, or Elements of Natural Philosophy, in two by the Rev. A. Sutton, Calcutta, 1832.

Second Edition, Cuttack, 1843, pp. 199.

15. The Moral Class-book in Ooryah, by the Rev. A. Sutton, Cuttack, 1852, pp. 232.

16. Nitikothá, or Fables, Third Edition, Cuttack, 1840, pp. 28.

17. Nitikothá, by Mr. W. Lacey, Cuttack, 1855, pp. 87.

Second Edition, for Capt. Macdonald, Cuttack, 1857.

18. Hitopodesh, by Mr. W. Lacey, Cuttack, 1855, pp. 147.

Second Edition, for Capt. Macdonald, Cuttack, 1857.

19. Battrish Singhasan, Ooryah translation from the Sanscrit; Edited by the Rev. A. Sutton, Cuttack, 1850, pp. 115.

20. Elements of Arithmetic, by Biswambhur Bidyabhoosan, Cuttack, 1846, pp. 104.

21. Ooryah Arithmetic, Cuttack, 1856, pp. 24.

22. The Elements of Geography, in Ooryah, Cuttack, 1839, pp. 18.

edited by Mr. Lacey, be reprinted, and several standard works as ... which that gentleman had, at ... anslated from the Bengali, be published for the use of the Ooryah Schools under Government. Of these, the first two have left the press, and the three others will probably appear in the course of the year. Meanwhile the Schools must do as well as they can with the few copies of books I have been able to procure, which will of course for some time retard the progress of the Schools. The books, at present under the press, are, however, by no means a complete set of School-books; they are the most indispensable, and it will be necessary to add to them gradually, as the Schools advance in eff...

	copies
* 1. Nitikotha or Ooryah Fables, ...	1000
2. Barnabodhaka or Ooryah Primer,...	2000
3. Patiganita or Arithmetic, ...	2000
4. Bhugul or Geoghaphy, ...	2000
5. Nitibodh-Moral-Class-Book, ...	2000

25.

Normal School. A Normal School is urgently required ... Class, attached at Cuttack. To establish, instead of this, an Ooryah ... would not answer ... purpose, for Pundits from ly Normal School ... to either the Col... any other part of Bengal would not be favorably received by the people and have little influence upon them; while from Cuttack ... would proceed to a Normal School out of Orissa, which ... following fact will show. Some time ago Mr. Inspector Lodge ...ly offered to admit to the Hooghly Normal School as stipendiary Students on Rupees three a month any intelligent youths from any division whom I should wish to send. Having brought this to the notice of the public through the Ooryah Gazette and the Pundits of the Vernacular Schools, I did not, for a long time, receive any application, till at last two ex-students of the Govern-

23. Ooryah Geography, by the Rev. J. Phillips, Cuttack, 1845, pp. 129. Second Edition, Cuttack, 1856, pp. 143.

24. Outlines of History, from the creation of the world to the present time, in Ooryah, by the Rev. A. Sutton, Cuttack, 1839, pp. 99.

25. History of Orissa, by the Rev. A. Sutton, Cuttack, 1846, pp. 159.

26. Joya Devás Gitá Govinda, translated from the Sanscrit, by Dharanidhur, Cuttack, 1840, pp. 50.

ment Vernacular School at Khoordah came forward to avail themselves of Mr. Lodge's offer, but on my sending directions for their departure to Hooghly they had disappeared from the village.

Only a few of the Abodhans are able to teach in an Aided School; they are, however, capable of improvement, and, a Normal School being established, numbers of them would attend it, and in time become good Teachers.

Model Schools.

26. From five to twelve Model Schools wholly supported by Government, have been organized in thirteen districts. Six, at least, should also be established in each of the three districts of Orissa, where the desire for education is so low and needs encouragement. They would form a nucleus for the diffusion of Vernacular education, and spread a constantly increasing influence over all the classes of the people. They should be established in places where the inhabitants are too poor to pay for the education of their children, except by fees, such for instance, as in the District of Balasore, the Pergunnahs of Kutsutee, Koardachore, Sathmalong, Dusmalong, Sunaitu, and parts of Soroh and Ankoorah, bordering on the sea. Of those Pergunnahs, the Deputy Inspector for Balasore reports:—

"They are chiefly inhabited by agricultural people, whose monthly income, even in prosperous times, never exceeds Rupees three per head, which barely suffices to keep them from starvation; but since the last few years, their crops having been destroyed by inundations, they are thrown into a state of utter destitution. Their food now consists of granular fruit of bamboos and fish. It is of course impossible that the grant-in-aid system could meet with success among them; yet, on my impressing them with the necessity and usefulness of educating their children, they were willing to send their children to School, and at the same time to pay two to four pice monthly; they are, however, wholly unable to provide School-houses."

Improvement of Indigenous Schools.

27. Neither Model nor grant-in-aid Schools are sufficient to bring education home to the masses. There remains,

therefore, no other means to accomplish that purpose than to improve the indigenous Schools. Difficult as it is to induce the Teachers in Cuttack to introduce our course of instruction into their Chatsalis, I believe, I should have met with success in the larger towns, as Cuttack, Pooree and Balasore, &c., but I regret to say, that I was unable to make even the attempt, a provision for rewarding the Abodhans, as in other districts, not having yet been made, and, without rewarding them, I need not say how useless such an attempt must prove. I have distributed several times books among Abodhans who promised to adopt them in their Schools, but as I could not offer them any remuneration, none of them fulfilled his engagement.

Applications for grants-in-aid.

28. Seventeen applications for grants-in-aid were submitted, of which six as per margin,* received the sanction of Government, while eleven, in which the local resources of the Schools had been calculated upon subscriptions and fees, were rejected. If any reasons can be adduced for the relaxation of the Grant-in-aid System, it applies with double weight to Cuttack. Where a desire for education already exists, the grant from Government is a sufficient inducement for the inhabitants to subscribe a sum which, together with the aid of Government, is adequate to the support of a School; but, where it does not exist, a desire for education ought to be gradually created, and the humblest efforts, on the part of the inhabitants, to establish improved Schools to be encouraged. There are not many among the people of Orissa enlightened enough to be desirous of an improved education; almost all are satisfied with the miserable learning which their children receive in the Chatsalis. In fact, nearly all the applications, received by me were obtained through the instrumentality of Government Amlahs who are generally desirous of giving their children a good education, and use accordingly their influence among

* In Balasore.

	Grant-in-aid.
1. Mobaruckpore, ..	10 Rs.
Cuttack.	
2. Domeparah, ...	10 Rs.
3. Joypore, ...	10 "
4. Cuttack, ...	12 "
5. Birbarpatna, ...	8 "
Pooree.	
6. Pipplee, ...	6½ Rs.

the people to induce them to establish an aided School in the place of their residence. The success of the Grant-in-aid System in Cuttack, though but small, is greater than we could reasonably expect from the condition of the people. Some Schools have been established, and many more would have been if the applications had been promptly responded to. The fact of their establishment is, in my opinion, a sufficient cause for encouragement and congratulation; for they will become centres of a higher civilization and an immense blessing to the people. Only one who has witnessed the miserable condition of the indigenous Schools, caused by the ignorance of the Teachers, and the utter want of discipline and moral training, can form an idea of the benefits to be derived from a good School. Although far from perfect, all Government Schools are infinitely superior to any of the indigenous Schools, regarding the subjects and manner of instruction, and there exists at least some thing of order and discipline approaching to moral training.

Government Vernacular Schools.

29. There are beside six Government Vernacular Schools in Orissa. Four of them, viz., at Bhudruck, Mohasingpore, Kendraparah and Khoordah, were, as stated in my former Reports, in a very unsatisfactory condition; but they have now been brought under a proper system of instruction, discipline and inspection, and made fair progress. The two others at Churchika and Baideswar in Bankee, are entirely supported at the cost of Government, as Zemindar of the estate. They were made over to me in December last, by the Commissioner, under whose control they had hitherto been. I have little hope that they will ever attain to a flourishing state, there being considerable opposition on the part of the inhabitants to improved education, and though on visiting those places I did my utmost to combat their prejudices, all my efforts failed.

Vernacular Schools.

* In Balasore.

	No. of Pupils on the rolls.
1. Govt. School at Bhudruck, ...	40
2. Aided School at Mobaruckpore,	35
Total, ...	75

30. Of the two Vernacular Schools* in Balasore, the number of boys on the rolls at the end of April last was, as per margin.

31. The number of pupils on the rolls of the Schools aided and wholly supported by Government, in the District of Cuttack at the end of April last, is noted in the margin,* all of those Schools, with the exception of that at Doraeparah have commenced to study beside Ooryah also the Bengali language. The Ooryah books which have been read are the Vernacular Class-book Reader, Nitikatha, Hitopodesh, Lacey's Grammar, Arithmetic, Sutton's Geography and History of Orissa.

* In Cuttack.

	No. of Pupils on the rolls.
1. Govt. School at Mohsingpore,	22
2. Ditto ditto at Kendraparah,	21
3. Ditto ditto at Churchuka, ...	23
4. Ditto ditto at Baideswar, ...	26
Aided Schools.	
5. Ditto ditto at Doraeparah, ...	18
6. Ditto ditto at Joypore, ...	45
7. Ditto ditto at Cuttack, ...	20
Total, ...	175

32. No Aided School was established before the end of last year in Pooree. The number of boys on the rolls of the Khoordah School at the end of April last is given in the margin.*

* In Pooree.

	No. of Pupils on the rolls.
Government Vernacular School at Khoordah, ...	22
Total, ...	22

No Normal School having yet been granted in my Division, I directed Pundit Kailaschunder Surma, Deputy Inspector for Pooree, to instruct, when present at that Station, all those Pundits and Abodhans that were desirous of qualifying themselves for Teacherships in our Schools, and I was much pleased on my stay at Pooree to find, that the class consisted of twenty-one pupils, who had, considering the circumstances, made very fair progress.

Proposed Vernacular School at Pooree.

33. I was very anxious to improve popular education in the town of Pooree by establishing a superior Vernacular School, in which, beside Ooryah, Sanscrit was to be taught as a language. Many influential inhabitants declared to the Deputy Inspector their willingness to aid in its establishment, and a list of nominal subscriptions, amounting to upwards of Rupees 40, was actually submitted to me; but when I wanted to convene a meeting of the inhabitants to make definite arrangements, their true sentiments on the

subject disclosed themselves, all declaring that they would not subscribe otherwise than if ordered by the Collector, and thus the whole scheme fell to the ground.

Grant of 150 Rs. P. M. in the Government Estate of Khoordah.

34. By the monthly grant of Rupees 150, sanctioned by Government, as Zemindar of Khoordah, for educational purposes, much encouragement is given to education in general; for Government has, by this measure, declared that it is the duty of the landholder to make suitable provision for the education of his tenants, and it is to be hoped that the great Zemindars will thereby be moved to follow the noble example set them by Government. Independent of this, a great blessing is conferred on the people of Khoordah. The population of that estate, amounting to 200,000 is so poor that they could never have maintained Schools at their own expense. My proposal to establish at first five Schools, each at an expense of Rupees 16 per mensem, and to apply the balance for some time to come to the preparation of Ooryah Class-books,—approved by the Commissioner of Cuttack, Mr. Cockburn,—met with your sanction.

I am afraid that some time will elapse before any of those Schools can be opened, as the inhabitants have to build the School houses at their own cost, and from their little appreciation of education it is difficult to persuade them to defray any expense for that object.

Grant-in-aid System.

35. The Director of Public Instruction in his Annual Report for 1856-57, (p. 17) justly calls the grant-in-aid system "the pivot, upon which all our other measures, if they are to be permanently useful, must depend." On account of its paramount importance, and the modifications it has of late been subjected to by the orders of the Government of India, I venture to express here my opinion on the subject. All those who have been practically engaged in the diffusion of Vernacular Education agree in opinion that the grant-in-aid system has failed in giving education to the masses, and that, with or without those modifications, it is not adapted to spread Vernacular Education through the length

and breadth of the country, as the lower classes are not reached by it. Even in Europe, it would be difficult to persuade the country people to establish by voluntary subscriptions schools, and in India, where, beside the prejudices common in all ignorant communities, the obstacles of caste, diffidence in the intentions of Government, and in many parts extreme poverty of the inhabitants are superadded, an education of all the classes on the grant-in-aid system seems for centuries to come impossible. At the same time it is generally acknowledged that the grant-in-aid system has done much good in rousing a desire for a sound education among the natives, and that it is our chief means for operating upon them. Since nearly all our proceedings are based upon it, it ought to be pliable in its application, provided the principle that the people should, by voluntary contributions, combine with Government for the entertainment of a School, be maintained. Considering the grant-in-aid system from this point of view, the adoption of the proposal of the Lieutenant-Governor to relax it in such a way that the Government grant might occasionally amount to three-fourths of the whole expense of a School, would have greatly improved the system and made it nearer approach the end for which it is intended, viz., the general education of the people. But, however *this* may be, the late Rule that fees are not to count as a moiety of the local income of a School, will paralyze all our efforts. The ground, on which the proposal to consider fees as such a moiety, is rejected, is, as stated in Mr. Secretary Beadon's letter, No. 447, dated the 15th February, 1858, that no reason is shown for counting the fees as part of the local income. With all deference to a more competent judgment, the reason may not have been shown logically according to the definition of the term "local resources," but in a practical sense I believe it has been shown. Under the presumption that Government are really desirous of promoting popular education, I cannot comprehend why fees should not be counted as local resources equally with subscriptions. The condition under which grants-in-aid are made is that the inhabitants of a place guarantee a certain sum for the support of a School. This condition,

I think, is fulfilled, if the amount is actually paid, whether the sum guaranteed by the inhabitants be raised from subscriptions or from fees, both being local resources and both contributing to pay the expenses of the School, independent of the grant from Government. The only consideration apparently in favour of the view that the local income of a School should be made up from subscriptions alone, is, that they seem to hold out a greater guarantee for the permanency of a School than fees; this is, however, delusive, as under the present arrangement the actual payment of the subscriptions is by no means secure; for if the subscribers refuse to continue their contributions, no payment can be enforced, and the School ceases, accordingly to exist. On the contrary, fees offer in this respect even a greater security, as they are paid by many who take an interest in the School for the education of their children; while subscriptions are paid by a few, whose views are liable to change. If, therefore, subscriptions are no guarantee for the continuance of a School, why should fees not count, which can be more depended on, and the benefits of education be thereby extended to places where the inhabitants are too poor to raise the whole sum necessary for obtaining a grant-in-aid by subscriptions, while they are able and willing to make up the balance by fees.

Consequences of the restriction in the grant-in-aid system.

But whatever might have been decreed at first regarding the administration of the grant-in-aid system, the restriction of the rule which deprives the natives of a boon, which, in preference to all other benefits conferred upon them by the Government, they acknowledge to be a real boon, must leave upon their mind a very unfavourable impression. Almost all look at first with diffidence on the intentions of Government with regard to Vernacular Education, and it is only by dint of much labour that we succeed in convincing them of their prejudices and inducing them to apply to Government for aid. They expect of course, to receive the aid, according to the terms held out to them, and any alteration of those terms, unless it be to lessen their own contributions, they do not ascribe to the will of Govern-

ment to devise the best measures for carrying into effect their general plan for the education of the people, but they think and plainly say, that Government are not in earnest with their professions. The consequence is that they adhere with greater tenacity to their previous opinions than before, and the chance of an improvement in their moral and intellectual condition is lost for a long time. Lastly, by the order of Government restricting the local resources of a School to subscriptions, nearly all our labours for the last six months to induce the people to establish grant-in-aid Schools, have been rendered useless. They were undertaken under the supposition that fees should count as part of the local income of a School, and the greater number of applications, submitted during that period, were calculated upon subscriptions and fees, consequently they were rejected. I regret this specially with regard to Balasore. The commencement of our operations in that District had been more favourable than could be expected, eight applications for grants-in-aid having been received; only one, however, was sanctioned by Government.

Sound Education—whether imparted or not by the Vernacular Schools, under the control of Government.

86. I take this opportunity of expressing my sentiment on another important question, viz., whether our present Vernacular Schools fulfil the object of giving a *sound* education to the people. A sound education would imply that the pupils are not only trained in their mental, but also, and more especially so, in their moral faculties, in such a way that they should know the duties which they have to perform in after life, duties towards their Creator and their fellow-men, individually, as well as to the State whose protection they are enjoying. Now, if there be a duty on the part of the State of imparting education to the people, as has so often been asserted, this duty refers to moral instruction; for, in order to obey the laws of the country, every one subject to their rule ought to know them, and the consequences arising to him from acting or not acting in accordance with them. No question, our Schools afford a much better mental instruction than the Patsalas. But, in a

moral point of view, I see no great difference between them. A knowledge of Geography, etc., may destroy prejudices opposed to a higher enlightenment, and in such books as the Nitibodh (a translation of Chamber's Moral Class-book) some good moral lessons may be imparted, but, unconnected as these lessons are, and not rising to principles, they can be considered merely auxiliary to moral instruction. In fact, no provision is made to implant in the minds of the pupils a consciousness of duty or a reverential feeling towards the laws of the country. There appears then to exist an urgent necessity to supply some means for the moral training of the students in our Schools, which may, in my opinion, be attained by a catechism, in which the principal religious and moral truths, independent of the tenets of revealed religion, are explained in a brief, but still clear manner, so that they are intelligible to the meanest understanding. At my request the Head Master of the Midnapore School, has drawn up a catechism of this kind, which I will in due time submit for your consideration.

Disposition of the people towards our system of education.

37. I cannot yet give a satisfactory account regarding the favourable disposition of the people to an improved education throughout the whole of my Division. In Midnapore the grant-in-aid Schools have become more and more popular in those places in which they are established, and the inhabitants comprehend the vast difference between the Government Schools and those entertained by Gurumahashays.

In Orissa, where Vernacular Education, however, has hardly commenced, the people have, on the whole, no friendly feeling towards it. Almost every where they think that we wish to convert them to Christianity by destroying the differences of caste. They consider, as the Deputy Inspector of Balasore expresses it, the Inspectors as disguised Missionaries, and education as a mask, to be thrown off when its purpose has been accomplished. In my opinion, however, this belief does not spontaneously arise among the people; having little or no direct intercourse with Europeans, they receive their ideas relative to our measures from the Bráhmans, who,

not much better acquainted with us, give them an interpretation in accordance with their ignorance and narrow views. Amongst all of them there exists a deep-rooted feeling of suspicion as to the educational measures of Government. And how could it be otherwise? It is the first time in the whole history of India, that a Government has attended to the general education of the people, and hence being incapable of comprehending the lofty object which Government has in view, viz., to promote their best interests and make them better men and citizens, they ascribe the zeal of Government for Vernacular Education to other causes corresponding with their impressions of the social state in which they have continued for centuries. Sometimes that suspicion is spread by designing persons who are opposed to the education of the lower classes of the people, or who think their interest endangered by the establishment of Government Schools, as for instance the Abodhans, who consider Government simply as competitors, which is evident from the fact that they are, with no exception, ready to assist us as soon as they can better thereby their circumstances. All those obstacles, however, are no reasons for despairing of an improvement of education. Education, of course, has at present to encounter great difficulties, but I have no doubt that by perseverance and by judicious measures, all opposition will at last be overcome. In every rational being the principle of mental and moral improvement is implanted, which, how latent soever, must at last be roused by example and break through all the layers of apathy superimposed by prejudice and superstition as found in the lower classes of the Hindus. There are at the same time some indications of a better state. The aversion to education is not everywhere equally strong, and while it is, for instance, of a very decided character among all the classes of the people in Bankee (in Cuttack), it is much less so in those parts of the country which have been for a longer time under our immediate rule and in closer communication with Europeans, especially in towns, with the exception of Pooree of course. Further, that feeling of aversion is amenable to reason, as an in-

Grounds for encouragement.

stance of which, I may relate an incident which occurred to me in Pipplee in the district of Pooree. On my arrival there I was glad to find that the School, lately established, was attended by upwards of forty pupils, and when I expressed to the managers and the inhabitants generally my satisfaction, they candidly avowed that they had at first looked on the School with suspicion and given injunctions for a strict separation of the pupils of different caste, but that from the whole order and instruction of the School they had found out their error, and since taken a great interest in its prosperity. The chief obstacle to the success of aided Schools in Orissa is the apathy of the inhabitants towards education in general, and their fixed belief that no more knowledge is required by their children than what is imparted in the indigenous Schools.

Assistance received from the Commissioner of Cuttack.

38. I have adverted in my former Reports to the kind and valuable aid which I received in all my proceedings from G. F. Cockburn, Esq., the Commissioner of Cuttack. The warm interest which Mr. Cockburn takes in the welfare of the people in general, and especially in their enlightenment by means of a sound education, is too well known to require to be commented on by me, but I cannot help mentioning the fact that it was Mr. Cockburn who forwarded the first application for a grant-in-aid in Orissa on the part of the inhabitants of Puttamundy, and that in anticipation of aid from Government he paid for a whole year the amount for which the people had applied to Government.

39. I owe also my grateful thanks to Baboo Tarakant Vidyasagar, Principal Sudder Ameen of Cuttack, who takes a prominent part in promoting the enlightenment of his own countrymen, to Baboo Sreenath Ghose, Deputy Collector of Bhudruck, Baboo Biswambhur Bidyabhoosan, Moonsiff of Jajpore, Baboo Moheshchunder Roy, Moonsiff of Cuttack, and to Baboo Modoosoodun Patnaik, Deputy Collector of Khoordah, who have shown great readiness to further the objects of Government.

40. No books have been published last year by natives of Midnapore. The Baptist Mission Press at Cuttack, is the only native press in Orissa, and the books, issued there, are mostly Class-books or of a religious character During the past year, the books mentioned in the margin;* were printed at the above press. The Probodhachundrika, a periodical, edited by Mr. Lacey, has, for want of a sufficient number of subscribers, since ceased to exist.

* *Tracts and Scriptures*

1 Epitome of the True Religion.
2. Essence of the Bible.
3. Jewel-Mine of Salvation.
4. The True Refuge.
5. First Catechism.
6. Selection of Hymns.
7. Aspiration to Jesus.
8. The Man that killed his Neighbours
9. Psalms in Sanscrit and Ooryah.

School books for Madras Government.

1. Elements of Natural Philosophy Part I
2. Ooryah Grammar.
3 History of Orissa.
4. Ooryah Fables.
5. Hitopadesh.

Miscellaneous.

1. Ooryah Gazette.
2 Phulmani and Karuna.
3 Line upon Line Part I.
4. Probodhachundrika.

Deputy Inspectors.

41. The Deputy Inspectors discharged their duties to my satisfaction. I regret I lost the services of Baboo Rakhal Doss Holdar, Deputy Inspector for Cuttack, who on account of the decline of his health was obliged to resign his appointment in April last.

Work done by them.

42. The work done by the Deputy Inspectors, during the period under review, is shown in the following tabular statement

	Schools visited	Miles travelled.	Books sold.	Price of Books.	Remarks
Deputy Inspector of Midnapore, ...	120	667¾	1768	815 9 [illegible]	
Ditto ditto of Balasore,	120	1810	*	300 0 [illegible]	
Ditto ditto of Cuttack,	114	807	†	0 0 [illegible]	
Ditto ditto of Pooree, .	120	796¼	0	0 0 [illegible]	
Total, ..	474	4081½	1768	615 9 [illegible]	

* No. of copies not supplied by the Deputy Inspector.

† Return not received.

REPORT OF MR. A. S. HARRISON, INSPECTOR OF SCHOOLS, BEHAR DIVISION, FOR THE YEAR 1857-58.

The causes which have delayed the production of the report which I have now the honor to transmit for the year ending the 30th April last, are not unknown to you, and as they are likely to operate as long as the state of things in this province is not entirely changed, I shall obviate them in future by the only method practicable, that is by confining my narrative to my personal experience and the returns emanating from my own establishment and office, so as at least to bring it out within the month in which it falls due, and, if necessary, add a supplementary one, touching any subjects which, not having come under my personal observation, are brought into discussion by the Local Committees.

Table No. I. Of Government Schools.
Ditto No. II. Private ditto.

2. I have already transmitted to you nearly all the returns required from me, the others, though incomplete, accompany this as per margin.

3. Though not necessary for your information, I must preface my remarks with the statement, that throughout the period under review, the disturbances, consequent on the sepoy mutiny, have been acting to produce their natural consequences in every district in my Division, and although, at the zillah stations, the long period of uncertainty and anxiety from May until the end of August, when the rebels were driven westward from the northern part of Shahabad, or rather until December, when Lucknow had been relieved and the last of the 5th Irregulars had passed through Behar, this long period I say, was the worst, yet from the contiguity of Goruckpore, Azimgurh and Juanpore, no portion of the year has been so quiet as to allow the members of the different Committees to recover their interest in education, and restore their Schools to the state they had attained at the end of the Session of 1856-57, and even where the Committee have not remitted their exertions (and I may notice

favourably the Monghyr body in this respect) a falling off still appears.

4. As I have elsewhere stated to you, our Vernacular Schools in the interior, being fed almost exclusively by the population of the places where they are established, did not, speaking comparatively, suffer from the disturbances, except when any set of rebels actually passed through or came very near the village itself. And then, immediately the danger had passed, they went on as before. For instance along the line of road through Husoonh, Newadah, Gya, Tekari, Konch, Goh, and Dawood Nuggur, two bodies of the 5th Irregular Cavalry and one of the 32nd N. I. passed, and yet no one of those Vernacular Schools has fallen, I may therefore dismiss this portion of my subject by saying that, but for a cause indirectly affecting them which will be referred to under the head of books, the fair ordinary amount of progress would have been manifested in these Schools, and return to English education, and as the annual reports of most Institutions are before you, I need only advert to such details as are passed over entirely therein or require additional illustration.

5. To commence with the late Patna High School, now abolished after an existence of more than thirty years, independently of the pecular circumstances of the times, I think it probable that I should equally have urged its abolition, as it has never produced an adequate number of scholars, nor has it attracted a single individual of the higher classes: existing for more than a generation, as it has, no one member of the upper families in this city, uses English in conversation, nor, as far as I am aware, has received instruction within its walls, except perhaps for a month or two, when a spasmodic effort has been made by the Committee to induce the leading families to send their children. This has been done from time to time, and a few on each occasion after much exhortation sent their boys, only to withdraw them in a few days or at furthest in a few weeks on the most frivolous pretence or without alleging any excuse at all. At the time of my arrival here in 1856, there were a large number on the rolls, but one-half or more were only induced to

come by getting their education free, and their attendance was so desultory that they made no progress, and I was not sorry when the subscriptions failed and this unhealthy development of the School was cut off. The experiment of reducing the fee to eight annas one-half its former amount was subsequently tried, but no success attended the measure, showing that the middle classes as a whole cared little for English.

6. To account for this, it is not sufficient to make a sweeping condemnation of the staff of Teachers, which would also be unjust, as Mr. Twentyman, the late head, during the latter part of his occupancy worked hard and taught his boys well, but other causes must be sought, and a sufficient one may be traced I think in the fact of English not being required for the attainment of the highest offices a native aspires to, I mean Moonsiffships, Deputy Magistracies and Collectorships, Sudder Ameenships and Principal Sudder Ameenships. Hitherto no preference has been shown to candidates possessing some knowledge of English, but rather the reverse, for candidates answering in English the questions in the periodical examinations for Government employ not only suffer from the difficulty of expressing their meaning fully in a strange tongue, but have their answers more strictly scrutinised than if they were in the Vernacular, and it is hard for an examiner so to maintain the even balance of his judgment as to separate errors of language and not to allow them weight against the merits of a paper. Whether Government will hereafter insist on a tolerable knowledge of English for admission to or promotion in these ranks of service, now especially that the detachments of the Royal Army, (the officers of which cannot know the Vernacular) are multiplied so vastly all over the country, and the necessity of every one in authority understanding English is so greatly increased, is a question I cannot solve, but as long as the paths to the highest preferment in the state are open to natives as freely without an acquaintance with English as with it, so long will a native refuse to expend (or, as he practically finds it, waste,) some ten years of his life in acquiring the tongue; and entering the public service

at an earlier age, earlier retire. As the case now stands, there is no earthly inducement for one of the higher classes to teach his boys English, but the slight approbation of a few gentlemen whom, on rare occasions, he visits on ceremony. It is in fact a social elegance of about the same utility to him as French was to the country gentleman of a century since.

7. Now possessed as he is (particularly the Mahomedan) of a language copious, expressive and wonderfully flexible, with its cognate classical tongues in which are the books of his creed, law, and science, until he is forced into the change by the slow, yet certain, march of general knowledge leaving him behind in rank and wealth, how is he likely to educate his children in a tongue the value of which he neither knows nor regards? No, he will still cling to his books which ignore America and make England a small island in the remotest region of the world (or rather as the part of the moon seen by libration) surrounded by the larger island of Portugal, the smaller ones of Spain and Scotland and Ireland, and will only learn more truly when forced by circumstances. And these circumstances, I may repeat, will be the gradual narrowing or total closing of the paths to the chief Government offices save through English, and, in a minor degree, the extended intercourse which the opening of the railway will bring about.

8. For our Schools to draw in pupils from this class without any inducement of extraneous circumstances, it would require that a good education in Oordoo and Persian at least should be given in addition to English, but this has not been effected as yet, nor is it feasible with our present staff of Vernacular Teachers. I seize every opportunity of making the Schools more attractive in this respect, but with no great success.

9. To proceed with the High School particularly; it has been abolished, its masters appointed elsewhere, and the expenditure, after allowing for the increase made to the city School assignment, to the amount of 11,000 Rs. annually, is at present saved to Government. But as a School of a superior class approaching the status of a college must exist in this province some where, applica-

tion will again have to be made to Government for a larger portion of this saving.

10. Not more than half a dozen of the lads of the School transferred their names after its abolition to the Branch School now elevated to the Patna School, and the rest of the forty on the rolls either have given up English or learn a little with the aid of their relations in the cutcheries. Baboo Caleeprosonno Chatterjee formerly of the Sanscrit College had charge of this latter institution during the year and commenced well, but subsequently took little notice of the attendance of the boys, and the whole discipline being relaxed the boys made no progress and the examination report was unfavourable. Since the close of the session he applied for and obtained a re-transfer to Bengal, and Mr. Godfrey formerly of Arrah and lately acting at Bhagulpore having succeeded him, I anticipate an amelioration in the state of affairs, particularly when the Urdu Department is looked after and its teaching systematised, for which task Mr. Godfrey, having passed an examination in the College of Fort William, is well qualified.

11. I have little to add to the unpleasant report of the Gya Local Committee that only 91 out of 208 at the close of the previous Sessions remained on the 30th April From July to December, bodies of mutineers frequently passed through the district, and the boys, who chiefly belong to the district itself have been retained by their parents at their houses, as they preferred having them at home during these anxious times to trusting them to the accidents of the Sudder Station. The School Library was destroyed and the classes have been bandied about from house to house from the necessity of providing for the troops: this in itself is a circumstance not tending to the recovery of the School.

12. Pundit Balmukoond, the Head Master, was compelled by sickness to apply for leave and has since applied for a pension. In him the School will lose one of the most honest, attentive and praiseworthy Head Masters; to whose character and conduct a large share of the former success of the School was due.

13. I regret to add that since the close of the Session another

panic has occurred in the Station, and the prisoners have been again released from the jail by a body of rebels from the Shahabad district. This must still farther delay the restoration of the School. I can chronicle no progress in the preparation of the detailed plan and estimate for the new building since the return of the rough plan approved by you.

14. No European has been able to move in the Shahabad district during the last year except under the protection of troops, and that centre of rebellion has been since April again entirely in the hands of Kooer Singh's successors. It would be absurd in such a case to look for more than the bare existence of the English School, which would have been long since recommended for temporary abolition, but for the difficulty attendant on its re-establishment. As the removal of Mr. Godfrey has reduced its expenses to a mere trifle, and it still retains some thirty boys in its classes, I have, on all occasions, urged its continuance, knowing that it serves in a measure to keep the minds of the townspeople quiet and will save an infinity of trouble hereafter.

15. In changing the venue to Chuprah, there is still the same report to make of the School having dwindled down to half its numbers. For a great part of the Session, the boys have been excluded from their convenient large building, which has been occupied by troops, and at one time in the ricketty old collectorate, which threatens a hecatomb of victims if it falls in the day-time, at another in the public library, the work of education has gone on certainly under difficulties. Mr. Hanvey's health gave way at the end of the session and his services which have been valuable are likely to be lost to the department altogether owing to his weak constitution. The secretary has lately had the double office of Collector and Magistrate imposed on him and has not been able to give his attention so zealously as of yore to the School, which, owing to the proximity of Ghazeepore and Goruckpore, has lost not only all the Bengali lads, but a number of those coming from the interior.

16. The Mozufferpore school was only closed for a few days in

the early part of the year, but it has had during that period no less than three Head-masters. Mr. O'Reilly was promoted to a Deputy Magistracy in November and succeeded by Mr. Brownlow who was in turn transferred to the Dacca College and followed by Mr. Manuel in January. It remains stationary even up to the present time, and is one of the schools with a small assignment, viz. 1500 Rupees; certainly by the aid of the Juggearah grant it is prevented running into debt, but I entertain the opinion that it would be wise in such cases to allow the full ordinary assignment and extend the school. This question may, however, be deferred for the present, as the existing state of any institution in the western part of my circle of inspection is not such as to require expansion.

17. The 500 Rupees granted by Government for the Library here has been laid out in the purchase of much needed books of reference, &c. and the further donation of 1000 Rs. mentioned in the report will supply apparatus from England, the indent being still under consideration.

18. During the past year the Monghyr School also has diminished without any such direct danger as, in proportion to other cases, would warrant expectation of this decrease. But this station has had its panics just as well as the others, and it has been noticed that the fear owing to uncertainty has been greater than when the extent of the danger has been fully known. I am, however, somewhat disappointed in my anticipation of its growth. The Committee have recommended that the two Junior Teachers who have been wanting in energy should be subjected to examination, and I have concurred in the advisability of the step. The Oordoo Teacher also has been removed for insubordination to the Committee.

19. In the bazar the Baptist Missionaries have established a school partly English and partly Vernacular during the year. I saw it in April, and found the boys had made very creditable progress; it doubtless will prove an important feeder to the Government School: which will also benefit largely by the future railway town, which is sanctioned to be built at a cost of £300,000, and will be the Crewe of India.

20. My correspondence has already notified to you the near completion of the School house and Head Master's residence which will probably be occupied in the ensuing cold weather and release the classes from the too confined bungalow in which they are at present held.

21. It is gratifying to find that at Bhagulpore, little damage has been sustained by the School and things go on much as usual. The Head Master Baboo Gooroochurn Mitter having been long an invalid, was obliged to seek change of air in December, and the change of masters may have affected the result of the examination for scholarships, as all the candidates failed this time. It is now the most numerously attended School since the outbreak at Gya, and the most advanced since the dispersion of the Patna High School Students. Perhaps, one cause of its success is the existence of the Mission School and that of Baboo Girdhareelall which, as I stated in a previous report, swell the numbers in the upper classes. Still there is no doubt that the people generally have a desire for English education corresponding with that in Bengal, and though the numerical proportion of the taught may be very small, all the preliminary difficulties have been overcome and great progress has been made in this district.

22. The Secretary to the Local Committee, Baboo Dwarkanath Chatterjee, a Sub-Assistant Surgeon and a very good English Scholar, has been unremitting in his attention to the School. The funds for a building to contain a public Library also, have long been collected and some steps taken towards the erection which it is desirable should not be delayed, as the boys have been once dispossessed of the hired bungalow in which they now assemble and constant disputes occur between the Committee and the landlord which have been terminated by removal into another house, not so conveniently situated.

23. Purneah is remarkable as being the only place in which an infinitesimal increase has been obtained, but not such as to be worthy of notice. I have every reason to be satisfied with Baboo Khetromohun Mookerjee, who is very persevering, and with the

Junior Masters, who have improved themselves greatly and are about to prove their qualifications by going up to the entrance examinations of the University. It was principally with reference to the Head Master that I made lately a representation through you to the University Syndicate for permission for old Senior Scholarship-holders to proceed at once to the B. A. examination in which unfortunately that body would not concur; there is little hope therefore that any but our youngest teachers will obtain the coveted distinction of a degree.

24. There is to be a regular school house at this station also, but as the money subscribed for the purpose with an equal amount as a grant from Government only amounts to 5,684 Rs., some difficulty is found in obtaining a plan which will give sufficient accommodation, and probably only a portion can now be erected leaving the rest to be proceeded with when a farther sum of money may have been realised.

25. I declared my intention at the commencement of the last hot weather of proceeding to see the School at Chota Nagpore; but this and other plans I had laid have all been frustrated. The School therefore has languished in its hitherto unprofitable state another year, during four months of which it was closed, whilst the station was abandoned. The Head Master having proceeded on leave to Calcutta, there sickened and died. His successor gives promise of bringing the School into better condition, but the Tabular Statement of the materials of which it is composed and which, in the absence of a report, is all the information I can now afford respecting it, either argues failure or the lack of the proper classes to fill the School. However, as I am now going to visit the spot I will separately report what measures I think necessary for

Social position of Parents.	
Darogahs, &c.,	1
Mooktears, &c.,	1
Amlah Monurirs, &c.	7
Chuprassis,	12
Shopkeepers,	6
Physicians, and Native Doctors,	3
Agriculturists,	10
Private Servants,	5
Zemindar,	1
Artificers,	5
Sawar,	1
Fisherman,	1
Total, ..	53

Average Monthly Attendance of the English Schools in the Behar Circle of Inspection during the Session 1857-1858.

Names of months.		Patna High.	Patna Branch.	Gya.	Chuprah.	Arrah.	Jubbulpore	Monghyr.	Bhagulpore.	Purneah.	Chota Nagpore.	Remarks.
May,	1857	103.6	45.6	166.6	107.5	83	98.3	71.5	160.2	53.3	50	In Arrah Returns for June and July were reported destroyed in the sack of the place, and during August and September the School though open was not regularly conducted. In Doorga Poojah holidays also fell in the latter month.
June,	"	82.6	39.8	155.0	107.9	No return.	60.8	56.7	132.5	52.3	55.	
July,	"	69.9	41.5	158.6	105.6	"	70.3	38.6	148.9	58.9	School closed.	
August,	"	40.6	29.6	52.2	60.9	"	60	40.1	135.6	59 Holiday		
September,	"	33.5	29.4	48.4	53	"	57	32.5	124.5			
October,	"	36.5	30.6	53.8	37.6	10.5	48.7	38.	108.	26.5		
November,	"	35.8	31.6	61.8	45.5	20.	57.7	30.9	119.	32.	26.8	
December,	"	45.6	33.	73.9	45.7	25.	54.2	32.3	126.3	31.9	30.4	
January,	1858,	34.5	29.5	79.6	53.	26.	55.5	33.5	123.3	39.	35.4	
February,	"	43.8	31.8	81.6	54.6	27.	58.9	35.5	125.3	50.9	34.3	
March,	"	41.	35.6	82.3	51.3	32.	58.8	37	123.8	51.5	34.3	
April,	"	Abold.	38.4	78.9	48.6	22.7	56.7	40.9	113.9	53.	42.	

the improvement of the School and on what footing it shall hereafter be conducted. So likewise of Hazareebagh which I shall take on my road.

26. To any one desirous of tracing how the events of the last year have affected the English Schools, the Table of monthly attendance will supply all details. In most cases, it reads like the register of a political barometer.

27. My travelling has also been necessarily very little during the year and my visits to the different Stations have been as follows. Gya in December with a halt of four days; Arrah in January; Mozufferpore in the same month; Monghyr in February and April; Purneah during February and part of March; Bhaugulpore in March and April; but Chuprah was unvisited from April 1857 till June last, and Hazareebagh and Chota-Nagpore have not been inspected at all, as explained by me above. Deogurh also at the extreme south of the Santal Pergunnahs must be classed amongst the places unvisited, and having been foiled last year, I cannot positively state at what date I shall be able to go there. it lies away from the river and every main road, and all my Vernacular Schools in Bhaugulpore, being either on the north of the Ganges or close to the right banks, are at least 80 miles distant and the intervening country is yet untouched by my operations.

28. Table No. II. comprising private Schools of a superior class open to Government Inspection contains only one entry, that of the Durbungah School in zillah Tirhoot. As the instruction is now confined to the Vernacular (English having been discontinued) it is scarcely deserving of being ranked in the number, but is retained as it formerly stood there. The School of the Maharajah at Bettiah, that of Baboo Girdharee Lall at Bhaugulpore and the Mission School of the Rev. Messrs. Droese and Eshaydt also at Bhaugulpore might be included, but it is only subsequent to the close of the Session that I have obtained a promise from the Bettiah Rajah to furnish the necessary information to me, and the other two, though my inspection is invited and my suggestions for improvement are attended to, do not send any returns. I therefore

subjoin an abstract of my notes taken at my visits in March and April last.

29. Girdharee Lall's School contains 50 boys of whom 34 only were present, it being holiday time in the other Schools. The registers are well and regularly kept up. The Senior class read the 2nd Prose Reader, work simple and compound rules of Arithmetic and learn a little Geography. They write Oordoo or Devanagiri well, English but poorly. The School is furnished with benches, tables and maps and particularly a good Persian map of the world.

30. In the Mission School which contains the Hill Boys' School and a Patshalla also in one and the same commodious house, the Senior English class, consisting chiefly of converts, read up to the 1st Junior class of a zillah School and the general knowledge of the boys is very fair, but not exact. Having lost their late Head Master Mr. Thomson by resignation, as also Mr. Julius Cæsar his successor, the Missionaries have determined to appoint no other but conduct the School themselves. Altogether the School is creditable to their exertions, and both this and the former one materially aid the development of the Government School.

31. I may here say a few words regarding the School of the Baptist Missionaries at Monghyr, which will probably rise to some eminence before the time of my next yearly report. It contains classes for English and is conducted by the Rev. Mr. Broadway, who was formerly connected with Joynarain's College in Benares. He attends some hours daily and has so happy a disposition and exact a knowledge of Oordoo and Devanagiri, particularly in conversation, that I look forward to the future of this School with great hope.

32. This will lead me naturally to the consideration of the grant-in-aid Rules. Since the expiration of the Dinapore grant, only one has been obtained in this division namely for Girdharee Lall's School, and this, as his steadfast purpose is to teach trades and manufactures, has not been taken up from the impossibility of finding a person competent for the Head Mastership till the times may permit the release of one of the many intelligent persons in

the ranks of the army. The few conditions imposed deter those unaccustomed to official formalities from applying, and the Bhaugulpore Missionaries, in reply to my inquiries why they did not prosecute their request already made, but returned for more details, alleged as the cause that more information was required than they could or were inclined to give and added: "If you want to catch little birds you should not string up so many hawks in your net." The Baptist Missionaries decline on principle to receive any aid, the Bettiah Rajah prefers supporting his own Schools himself, and in one other case, that of a Sanskrit and Devanagiri School in Behar which is attended exclusively by poor Brahmin pupils from all quarters, the rule of requiring a fee has proved an insuperable objection, as the pupils subsist wholly by the charitable contributions of neighbouring zemindars. As the three Pundits at the head of this Institution promised to throw their Patshalla fully open to my Deputy Inspectors, and teach our books, and have gone so far as to lodge in the Behar Treasury 300 Rs. their half sum corresponding to the grant, I fear my letter covering the application must have been misunderstood, and I would hope the subject might be reconsidered; as the influence of the Schools and the importance of the case can hardly be over-estimated. It is as if the Nuddea Pundits had asked for a grant on the promise that they should teach true philosophy, which coming in contact with the false will in the end overthrow it.

See Papers on the state and progress of education N. W. P. for 1854-1855 para. 154.

33. The grant-in-aid system therefore has not answered in these provinces; hereafter when education has spread to a perceptible degree through the masses, many will be found, as now in Bengal, to come forward and to submit perhaps to still stricter conditions than are now imposed.

34. I will now recur to the Chatsals or Indigenous Vernacular Schools in my division. Fortunately when these were commenced a large series of books on all branches of Education both in Oordoo and Devanagiri, was ready at hand in those written compiled or translated for the Education Department of the North Western

Provinces. This greatly smoothed the path and in a great measure compensated the want of educated persons skilled in the Vernacular to serve as Deputy and Sub-Deputy Inspectors of the district. Of these books large supplies were forwarded to this office, but I found on taking charge of it that the absence of accounts of the books previously sent and those which were being despatched from time to time had already produced a confusion which threatened to be irremediable: I therefore early applied to the Curator for his accounts and meanwhile stopped all indents. These were furnished after a long interval in November 1856, and my comparisons and corrections were retransmitted to him after a most laborious investigation in March 1857. This stopping the indents produced the want, which I could not foresee before the road to Agra was entirely closed, of many books in constant demand such as Arithmetics, Histories, Geographies, &c. which even threatened to stop my Schools. Happily I found depôts in each Zillah of the Benares circle tolerably well supplied and able to relieve my most pressing need; so that under the disadvantage of restricting the sale to the pupils of our Schools only and excluding the public generally, who have become large purchasers, I shall be able to carry on, till the new editions which are being prepared to replace the stock lost in the Secundra Orphan Press at Agra come out. I have avoided the necessity also of getting Gunit Prukash Part II. and Mobadi ul Hisab Part II. reprinted at Mirzapore and Sasseram respectively, and as the tender in the former case was very moderate, I drew the attention of Mr. Longden to it.

35. My accounts* made up to the 30th June last shew a total cost of books received from Agra 8000 Rs. and a total of remittances 6,880 Rs. leaving a balance against my office of 1,020 Rs. To this must be added the sum of 3190 Rs. which was paid by the Bengal Government in May 1856, for the original stock and is included in the remittances, and 1000 Rs. the cost of 500 copies

* In these remarks Lees's Persian Series is excluded, the account being separate.

of Bhoogole Husta Mulk of Baboo Shiva Prosad supplied without charge also by the Government from the edition published in Calcutta. The total therefore to be accounted for by my office is 5,210 Rs., against this I have 4 609 Rs. worth of books in the hands of my Deputy Inspectors, and the difference 600 R is the amount of charges and loss from allowing a commission [illegible] per cent on all sales and the distribution of a few books [illegible] as prizes at each examination of a private Vernacular [illegible] and lastly includes 200 Rs the amount of books plundered in the outbreak at Gya. The charges therefore or loss to Government under these different heads have amounted to about 100 Rs annually, a very small sum compared with the resulting benefit.

36 I may remark, however, that had a discount of 25 per cent been allowed by the N W. Provinces book Agency (which allowance is made to all book mohurrirs or salesmen within those provinces) there would be a balance in favour of this office, all contingencies deducted, of 1,000 Rs., more than ample to [illegible] the amount expended in rewards, &c for years to come.

37 There is no necessity of my going through the whole number of my Vernacular Schools or Chatsalls as Table III. contains sufficient particulars regarding most of them. Suffice it to say that generally they have advanced in spite of all difficulties if not greatly in numbers, yet in the education given, so that commencing from November next (when an examination will be held to supply the place of that which should have taken place in April last) examinations will be held yearly for the Scholarships of 5 and 4 Rs. a month tenable at zillah Schools and Normal Schools

* LIST OF BOOKS REQUIRED

Ordoo.	*Nagree*	
Insha Khurad Afroz, ...	..Patra Malika, .	. .A Letter Writer.
Tawarikh, Hind, . .	.Bharuth Bursh Itihas, ..	History of India
Mobadiul Hisab, ...	Gunit Prukash,	. .... Arithmetic.
or Usul Hisab.	Gunit Indian,	
Hakaik ul Moujodat, . .	Bidyancoor, . .	. .. . Natural Philosophy
Inaid Mobtadi, ...	Sathi Sudha, .	. Grammar.
Tuhrir Euclaidis, ...	Rekha Gunit, ...	. Definitions only
Joghrafia Hind or Jam Jehan Numa, part I.	Bhogol Husta Mulk as far as page 70.	Geography

I subjoin the standard to be exacted on the first and second occasions and this will be gradually extended till it approximates very closely to the standard of English Junior scholarships. I have fixed it quite as high as practicable in a first attempt, as you will easily perceive, and expect to find about 12 candidates in Sarun, 20 in Behar and 12 in Monghyr with 2 or 3 in Patna. These stipends will be of great utility in detaining the lads longer under tuition, and ensure greater diligence and regularity.

38. But I must particularise in reference to a few, and state that the Schools at Shergotty, Tekari, and Jummore were abolished at the close of the Session only to make room for those of the Tekari Rajahs, which had grown to sufficient importance to render ours unnecessary. That at Warrisoli Gunge is given up, as two independent teachers, with flourishing Schools, consent to bring their boys periodically up to examination, and Pogor alone died out: these all belong to Behar. In Arrah, they survive all circumstances and only the Schools at Peeroo, burnt by our troops, and at Shahpoor, a village longer in the hands of the rebels than in our possession, have gone. The others still go on: that at Ourhani, where the rebels have a thannah, having a Brahmin for its teacher is kept open without molestation; but all as being in villages which have been plundered once, twice, or even three times, labour under difficulties, and the teachers and pupils having to fly and hide two or three weeks, is a drawback.

39. There are several of my subordinates who are entitled to all praise, and as usual I must place Pundit Mohendronarain first. Benarsee Pursad his successor at Monghyr, though only promoted during the year from a lower rank, has proved himself as good as any of the rest, and Liakut Hossein mentioned in previous reports has kept up his reputation for diligence and success; I am glad that the newly sanctioned scale of salaries permitted my raising Pundit Mohendronarain's pay to 150 Rs. monthly, inclusive of travelling allowances and to promote Liakut Hossein to a Deputy Inspectorship on 100 Rs. The elevation of one or two teachers to the superior office of circuit teachers has been attended with

the best results and many who spurned the miserable pittance of from 5 Rs. to 10 a month as Gooroos, now that I have shewn the higher ranks to be open to them, willingly offer for the lower post.

40. My plans for a Normal School on a moderate scale in each zillah are maturing, and the Schools will be ready by the time the Scholarship examination comes round. Then the pupil teachers who now are attached to the circuit teachers and move about with them, will be collected together and more systematically taught though the present method, as giving greater experience, has its peculiar advantages.

41. In reply to my enquiries for statistics of printing presses in their several districts, the Magistrates inform me that in Patna two shopkeepers possess them for the purposes of their own business and job-work, in Arrah, Shah Cuberooddeen at Sussseram lithographs Government proclamations, in Mozufferpore one press is connected with the Missionaries and prints tracts and religious books, another with the planters and reprints official intelligence. Not one has any literary connexion and since the abolition of the *Ikhbar i Behar* no newspaper has been set up, nor would one sold at cost price, be likely to answer for a year or two. Both the ability and the taste for reading other than Cutcherry papers have to be created.

42. In my communications during the year, I have adverted occasionally to the utter distaste to education conceived by almost all its former supporters, and had particularly to refer one case of direct opposition to Government I believe this unreasonable prejudice to be dying out, although the member of Committee have not resumed their wonted diligence in visiting Schools and it would be ungenerous of me to speak of it farther.

43. In conclusion of my review of a year which cannot hereafter be paralleled, I think it is matter of congratulation that education in these parts has not receded farther; and, as to the Vernacular, if its progress has been greatly retarded, still it has advanced under very difficult circumstances not a little, giving earnest of rapid progress when the obstacles are removed out of the way.

SUPPLEMENTARY REPORT OF THE INSPECTOR OF SCHOOLS, BEHAR DIVISION, FOR THE YEAR 1857-1858.

I find on a reperusal of my annual report sent to you under cover No. 308 of the 14th ultimo, that through fear of extending it too much, I have hardly sufficiently noticed education as carried on by private individuals in connection with this office either with or without a grant-in-aid. At the risk therefore of some repetition I would wish to add a few words on this head.

2. I must premise that as our education is of an entirely different style from that hitherto prevalent among the natives, and as we teach branches of learning which were untouched by them, and frequently clashing with their long-cherished prejudices, our Schools could not but be regarded as innovations, and unwelcome innovations, by the upper classes of the province, I have therefore always proceeded most cautiously and have allowed my Chatsals to gain a firm footing before suggesting to the zemindars the propriety of establishing similar ones in their own villages, and have left the movement rather to proceed from themselves than to be forced upon them.

3. The most extensive landed-proprietors in these parts are; in Sarun, the Rajahs of Bettiah and Huttoeah; in Shahabad the Doomraon Rajah; in Behar the two Rajahs at Tekari, and the one at Deo in the south; in Tirhoot the Durbhungah Rajah; in Monghyr Rajah Joymungol Singh of Ghuddhore; and the families at Moulanagor and Ool'anagor; in Bhaugulpore, the Alumnagor Rajah; and in Purneah two residents at Kissen Gunj.

4. Of these the five first named were urged by the late Patna Commissioner two years since to establish Schools on their estates, the others have not, as far as I am aware, been directly asked by any of the higher officials, although I have reason to think that their duty in this particular has been pointed out to them in common conversation.

5. Both Bettiah and Hattoosh are situate on the western side of Saran, and adjacent to Goruckpore, but I am happy to record that the Maharajah of Bettiah, though kept in continued anxiety by the state of the adjoining district and much occupied by the increased responsibilities and calls made upon him at such a time, did not, at any period, give up his Schools. The Head one at Bettiah itself which as I have reported contains an English School, as well as the ordinary Sanscrit Persian and Hindi ones, has been maintained, but of the outlying ones at Motoharee, Dhaka, Gobind Gunj, Kesuria, and Revil Gunj, only the first and last have been properly conducted, irregularity in the payment of the salaries of the teachers by the dependents of the Rajah, in the face of his repeated orders, and the absence of that constant supervision which alone will keep the teachers at work, and which during the last eventful year my subordinates were too much occupied with their own Schools to give, have caused the other three Schools to decline. By a late arrangement the salaries of the teachers are paid through, and their appointment and dismissal vested in, the Deputy Inspector, to whom registers are now forwarded monthly, so that these will be on precisely the same footing as the Government Chatsals, and the same course of instruction before nominally is now really pursued.

6 The protracted illness and subsequent decease of the Huttooah Rajah stood in the way of the extension of Schools on his property, on which only one at Mir Gunj (and that too ill-conducted) was established. Unfortunately the usual domestic quarrels as to inheritance to the property ensued and it is only now that they are decided, that his successor has renewed his promise to promote education. During the cold weather they will be set up, and on the same plan as those of Bettiah, that is, will be entirely under my office.

7. The Schools of the Doomraon Rajah in Shahabad in operation before the disturbances were three, at Doomraon, Bindhowlea, and at Dyngaon; the two latter languished through several months of the mutiny, but are not now, I believe, in existence. From the

Doomraon School which is on a larger scale than our own village Schools, several students have gone forth with a fair education to seek employ, and there will be some candidates for Vernacular Scholarships whenever an examination may be held. The Rajah will hereafter doubtless establish others. I may mention that at Soorajpoorah the Rajah's dewan had a School open to our inspection but the repeated plunder of his house and village by the rebels, makes its future re-establishment problematical.

8. In Behar, Rajah Modenarain Singh, a subscriber of 1,000 Rs. yearly to the Gyah English School, during his lifetime made Schools at Tekari, Shergotty, and Siris; the two former are still carried on effectively by his widow, and our Chatsals have been abolished at these two places to make way for their expansion. Rajah Hetnarain, also of Tekari and in like manner a subscriber of 1,000 Rs. to the English School, built two School houses at Jehanabad and Behar. The former being required for the Moonsiff's Katcherry temporarily, is thus occupied and the Government School still remains; the latter fell during the last rains, and has not been re-erected, but an indifferent School is kept up in the town, which also has the Sanscrit Patshalah of Sree Kishun Pundit, for which I ineffectually sought a grant-in-aid, as mentioned in para. 32 of my report.

9. Beyond giving his countenance to the School at Deo Khas, the Deo Rajah has as yet done nothing towards education, but he has promised my Deputy Inspector a School at Jupla to the southward. Last year in my tour I unfortunately was unable to visit his place, which lies away from the road, or I might have had good progress to record here also. He is by no means so wealthy as the others mentioned above.

10. It is only so recently that the Mozufferpore district has been included in our operations that beyond assurances of co-operation from several of the zemindars and many of the Indigo planters there, I have nothing to note. But in a year or two this will be one of the best sillahs, and it is matter of regret that it was not taken up at first, in lieu of some other.

11. At the end of last cold weather I met at Monghyr Rajah Joymungul Singh, who expressed his perfect willingness to found several Schools at such places as I might select in his estates. The season was too far advanced to permit of my proceeding there at that time, in addition to which the Rajah himself was detained indefinitely by business in the town of Monghyr, and my small staff were constantly required to visit the Government Schools and the other parts of the district, I could therefore only promise to travel there during the ensuing cold season, and make my selection then. As he is giving his sons an English education I think he will prove as warm a friend as any to our works.

12. In Bhaugulpore besides Baboo Girdhari Lall, of whom I need not speak here, but one zemindar Rajah (by courtesy) Ooditnarain of Alumnagar on the North of the Ganges. His only contribution to the School is the house in which it is; but he has always paid great attention to it and entered his own children, one of whom acts also as assistant teacher. The School there has always had a large number of pupils.

13 No Schools are as yet supported by the zemindars in the Purneah Districts.

14. Besides these the smaller landholders have frequently come forward with partial aid in the shape of building a house or giving a house rent-free, or paying a small monthly subscription in aid of the funds. For example the School at Dalhutta Bazar in the town of Monghyr receives 2 Rs. 8 annas monthly from Ramdyal Bhagat, a shopkeeper in the neighbouring bazar, and commodious houses have been erected at Kharacpore and elsewhere, so that very little of the money sanctioned by Government for the purpose has been expended, the balance being at the end of the year Rs. 720, 4 as. If the aid given has been small, it has been partly because our wants are small, and I confidently anticipate that both will increase together.

15. It is a gratifying feature that the old Gooroos now in many districts are anxious to obtain the small rewards given to them on bringing their boys up for examination, although it is limited to

four annas a head. The total expended in this way now amounts to 227 Rs. and though many of them have, during the past year, given up teaching in Shahabad, Chuprah, and Behar, there has been no lack of applicants in Monghyr. In Patna too, where these examinations have not been attended hitherto, some Schools have come up, but the only rewards given have been books to the boys, as they have not attained the standard of the money reward. I have not had reported to me a single case of opposition on the part of these private teachers during the past year. Formerly they were frequent, but now some Gooroos are glad to amalgamate their Schools with ours to take the office of Assistant Teachers, others are willing to undertake the combined Schools on their own risk and regularly bring them up for examination, being aided by the countenance of the Deputy Inspector, and occasionally visited by the circuit teachers. Some few private teachers in the Behar District will send up candidates for the Vernacular Scholarship Examination which is to be held by me in November, but in their Schools, as in ours, the difficulty is to retain the boys after they have learnt a little reading and writing. The demand for a higher education than is absolutely necessary in common life is still very limited, and the parents like to make their boys profitable as early as possible. But the ensuing examinations for Scholarships, particularly if some stipends are gained, will go far to remedy this.

16. I forgot to mention in my report the persevering attempt to found an English School by Syed Zaimooddin Hossein, the Deputy Magistrate at Madehpoora in the northern part of Bhagulpore. He has amassed donations up to 2,100 Rs. of which 1,600 Rs. are already collected, and is building a Bungalow at the cost of 1,500 Rs., so that a surplus of 500 or 600 Rs. will remain for furniture, &c. He has also promised him 80 Rs. monthly as subscriptions from the opening of the School, and believes he can extend the amount to 100 Rs., without difficulty, and is preparing some accommodation in houses for the children of the surrounding zemindars, I shall be ready with every assistance to this laudable attempt and though I am not sanguine (from my knowledge of the

population around) as to its complete success, will most carefully watch it, that if possible it may serve as a prelude to many others, for there is no doubt that here as in Bengal the ultimate cry of the people will be for English education. He is so good an English scholar that he will be able to superintend it personally.

MR. HARRISON'S REPORT ON CHOTA NAGPORE AND HAZAREEBAGH.

Having returned from my tour to Hazareebagh and Chota Nagpore, I have the honor to submit my report on the two stations.

Hazareebagh,
Chota Nagpore,
Pooroolia,
Lohardugga,
Palamow,
Singhbhoom,
Dulbhoom.

2. As the Survey maps do not extend to these parts, it may not be out of place to say a few words on the position of the chief towns around. Hazareebagh is distant 60 miles in a straight line S. S. E. from Gyah, but by road it is 80 miles from this, the nearest zillah station having a Government English School. It gives name to a division of the S. W. frontier agency under the Commissioner of Chota Nagpore, and there are two of his assistants and a Deputy Collector resident in it, is the city of these parts, and now has a large military depôt attached to it. Chota Nagpore proper comprising Ranchee the civil station and Dorundah the post of the Ramgurh battalion, where the Commissioner usually lives, lies 48 miles due south of Hazareebagh, but by the only practicable road i. e. through Ramgurh it must be nearly 60 miles, as I was 20 and 24 hours, exclusive of stoppages, in going and returning respectively 70 miles East of Chota Nagpore and 100 from Hazareebagh is Pooroolia (Maanbhoom) where there is an English School attached to the South Bengal circle of Inspection; and 40

miles west of Ranchee is Lohardugga, a large bazar and the seat of a Moonsiff. Again 40 miles N. W. of this last place and 60 south of Shergotty is Palamow or Lesliegunge, the head quarters of the Roomuda Subdivision; and lastly far to the south lie Chybassa (Singhbhoom) and Ghatseela (Dulbhoom) at which last place alone in my circle is there a Bengali Vernacular School.

3. It will be convenient to commence with Chota Nagpore, as a Government English School on the footing in the margin, has existed there for many years. The School Bungalow which with the Head Master's residence, escaped destruction last year, is now occupied by the Principal Assistant to the Commissioner as a Cutchery and the classes are held in the Moonsiff's cutchery, which being only one large room is somewhat inconvenient. There were at the time of my visit 72 boys on the rolls and nearly all were present, but as the appended analysis shews they are drawn almost entirely from the poorer classes who are unable to pay a fee. The Amlah and Moktars of the courts are nearly all foreigners, and partly because the School has not been hitherto successful, and partly perhaps because the late head master engaged in trade to the detriment of his School, they preferred leaving their children in their own zillahs to be sent to the Station School if necessary. But during the brief occupancy of the present Head Master, who is attentive and industrious, the numbers have risen from 48 to 72, and they are now disposed to commit their children to his charge. I may mention that Mr. Mayne has an older and more advanced pupil reading with him privately, and should this youth succeed in passing the entrance

1 Head Master	100 Rs.
1 English Monitor	5 Rs.
1 Urdu and Persian Teacher	16 Rs.
1 Hindoo ditto	10 Rs.

Darogah's	son,	1
Nazir's	„	1
Moktar's	„	2
Amlah,	„	1
Jamadar's	„	1
Buckundaz's	„	9
Chuprassies'	„	20
Chowkeedar's	„	2
Servant's	„	7
Merchants		2
Shopkeeper's	„	8
Hakim's	„	4
Artificer's	„	5
Banker's	„	1
Various others	„	8
Total		72

Examination next year for which he intends to compete, the reputation of the Head Master so to speak will be made.

4. Formerly the boys of this School not only paid no Schooling fee but had their books supplied free of cost. I took the opportunity of a meeting of the Local Committee, at which Captain Oakes, Captain Davies and myself were present, the Commissioner being absent from the Station, to discuss both these points, and it was agreed that although the circumstances of the boys now reading entirely precluded the payment generally of the usual fee, they should be made to purchase their books, the cost of which not being a periodical charge, month by month they might solicit from their patrons, their zemindars or the richer members of the community, I know that many students in Bengal thus purchase their books, and I think the same method may be pursued here.

5. From the temporary break up of the School, many of the more advanced boys have been lost, and the highest class now read only the 3rd Prose Reader, Goldsmith's Grammar of Geography, Arithmetic, &c. but it is note-worthy, that all of them learn both Urdu and Hindee for their Vernacular. This plan might be generally adopted in our Schools with advantage, as it renders them much more generally useful in a public office.

6. All the books, maps, benches, desks and almirahs belonging to the School were lost or destroyed during the outbreak, the Committee therefore decided that application should be made for a grant to replace them, viz. 150 Rs. to complete the furniture and 350 Rs. to supply Library books and maps.

7. Seeing that the salary of Rs. 5 for an English Monitor is inadequate to command the services of a competent person the Committee also resolved to apply for an increase to the assignment from 1,800 Rs. to 2,400 annually, so as to allow the entertainment of a thoroughly competent second Teacher, on a salary of 50 Rs. monthly. The influx of lads from the comparatively more affluent classes from which a fee could be levied which may now be expected would enable the Committee to entertain a third Teacher when

necessary The proposition statement in the usual form for the increased assignment accompanies.

8. I visited during my stay the Mission and the Mission School which are at the Dorundah end of Ranchee. I found three German Missionaries with a School of 100 boys and girls in nearly equal proportions, all the children of Cole converts who are taught English, Urdu and Hindee, Geography, Arithmetic, the Scriptures and Singing. In addition, the boys learn some trade, that of a Smith, Potter or Carpenter, and the girls sewing. I suggested the introduction of weaving, as applicable to both sexes, for the tusser moth abounds in the forests around, and I believe this will be carried out. The school has now over supplied some 30 or 40 recruits to the Ramgurh Battalion and many more will hereafter enter the infantry corps of it, so that in time mutiny will be impossible. The School house is a large convenient room completely furnished with maps and books, and the knowledge evinced by the pupils and the Urdu and Nagree writing of some of them were very creditable, though not a large number have yet recommenced English, since the restoration of the Mission after the disturbances.

9. Bearing in mind the Hon'ble Court's ultimate views regarding education, I considered whether the Government School might not in any way be replaced by this one, but I found that the Missionaries will not admit any heathen lads, and are only prevented from doubling the numbers in their School by want of funds and accommodation, and their own flock is so large as amply to occupy all their labours. And were their steadfast objection to the admission of Hindoo or Mahomedan youths left out of consideration, it is clear that they could not concomitantly with their other duties of itinerating and preaching, effectively carry on a Government School and raise their classes to the University entrance standard. There is a large field for both Schools, and the material of each is entirely distinct.

10. The members of the local Committee have hitherto had but an imperfect knowledge of their duties and the mode of conducting

a School, but they are all favourably inclined to, nay, warmly interested in education, and as Mr. Mayne has, during his short tenure of office, given evidence that he will raise the standard of teaching to that attained elsewhere, the School will make satisfactory progress.

11. In passing through Hazareebagh on my way down I pointed out to some of the principal residents that in most cases where application is made to Government for the establishment of an English School, some solid proof of earnestness in the applicants was required, and, as the building which was formerly proposed as a School house was by no means fit for the reception of classes, both from the confined area and the low elevation of the ceiling, which is only nine feet (it was in fact a range of godowns or out offices), another house must be given or funds raised for its erection, for which the former contributions amounting only to 428 Rs. were inadequate, and I also requested Baboo Kalidass Palit, the Deputy Collector (whose name will be remembered by you in connexion with the Purulia School, which is almost entirely due to him, and who is extensively read in English) to draw up a list of the children of those who desired to place them at the School, especially cautioning him not to insert either those whose boys were too old to begin English, or those who, caught by the fashion of the hour, thought they would like it, but only those whose steady purpose it was to enter and carry them through at the School. With this caution he drew up the names of 95 boys, who are all able and willing to pay a Schooling fee of 8 annas and 1 Rupee, and on my return a meeting was held at the office of Colonel Simpson, the Principal Assistant and a subscription was entered into headed by the Rajah of Ramgurh (Ichak) at which the sum of 1,150 Rs. (exclusive of a former donation of 10[illegible] Rs. from [illegible] Allen now in the Board of Revenue), was freely given on the spot, without reference being made to the surrounding zemindars. In all 2,000 Rs. at least will be raised, viz. 1,500 Rs for the erection of a *pucca* Bungalow according to a design submitted by Lieutenant Peile the Executive Engineer, who undertakes to build it, and the remaining 500 Rs.

to be appropriated to the purchase of furniture and the indispensable Library books and maps.

12. There is an eligible site close to the Cutcheries and bazars on Government land without the cantonment, convenient therefore both for the pupils and the Committee as visitors. As it is usual for the appointment of the members to be gazetted, I would suggest the list in the margin should be submitted to Government. Lieutenant Peile was formerly an active member of the Gyah School Committee, and I have above mentioned the qualifications of Baboo Kalidass Palit, either this latter officer or Colonel Simpson might be appointed Secretary.

Captain Dalton, Commissioner,
Colonel Simpson, Principal Assistant, } Ex-Officio.
Dr. Thring, Civil Assistant Surgeon,
Lieutenant Peile, Executive Engineer.
Baboo Kalidass Palit, Deputy Collector.

13. A reference to the accompanying list of donations will shew how numerous are the contributors, and how widely the desire for English education is spread. I must inform you that there are few, if any, wealthy inhabitants, so that the princely gifts elsewhere made on the foundation of a School could not be expected here. Even the Moharajah's estates are in some degree involved.

14. There appears to be not only an earnest desire for an English School in this place but also ample material in the shape of boys. Even allowing for a temporary falling off in the numbers in a few months after its establishment, as commonly happens, but with the great precautions taken as I have above related, this ought not to occur, there will still be a monthly revenue from Schooling fees of at least 50 Rs. which is as great as is obtained from most Schools in new localities: and to look to the future, Hazareebagh, already the city and entrepôt of trade, is increasing daily by the influx caused by the location of the Cavalry depôt. As it is a depôt, there may be an accession of several European boys, the children of soldiers, particularly if no regimental School is set up, but as these are only contingent I have left them purposely out of the enumeration. If the English Teachers were provided by Government, all other charges would be easily defrayed out of the Schooling fees, and an

Head Master,	Rs.	100
2nd "	"	45
3rd "	"	25
Total,		170
Urdu Teacher,	Rs.	15
Servants,	"	14
Contingencies,	"	6
Library Allowance,	"	10
Prize ...	...	5
Total,		50

assignment of 2000 Rs. yearly would suffice for the wants of the School and any increase in the fees might serve for extension hereafter. If, after the opening of the School, sufficient funds can be collected for the erection of a house for the Head Master, the climate of the place is so desirable that an European Teacher would certainly prefer the appointment to the higher paid one at Purneah, but until a house can be thus obtained, we must be contented with a native.

15. On the whole I can commend it to Government as a very sound proposal, the more so as my predisposition was against it.

16. In the foregoing remarks I have not specially considered the Cole population. Whatever movement may take place in this race, and a movement has certainly begun, it can only render a School the more necessary, and allowing them to be still a rude people yet it must be allowed they are industrious, frugal, and easily capable of instruction as the Chota Nagpore Mission School proves. With gold, and still better iron, extensively scattered in their hills and coal rolled down by every torrent, it is not easy to anticipate what a very short period may bring about in this unexplored country. Like the cognate Santhals (whose language is closely allied to theirs) they are increasing in numbers and extent of country, and may be destined at no very great interval of time to become one of the leading branches of the population. I only mention this, lest it be objected that Hazareebagh is in the midst of jungle and savages and therefore not in need of a School.

17. Neither here nor at Chota Nagpore would I advocate the formation of an Anglo-Vernacular or Intermediate School. I do not consider this style of institution, however it may be in Bengal, suited to my division. There would be great difficulty in obtaining teachers who could instruct in sciences in the Vernacular even from the Benares College, and no slight hindrance would occur from

the circumstance of there being two Vernaculars current here, in which every scientific term differs from the corresponding one in the other tongue, the one series being uniformly Arabic and Persian the other Sanscrit; add to this the fact that a great proportion of the pupils will be Bengalis and Coles, and it will be clear that such a School could not answer here, and the difficulties which the scheme is designed to avoid, would only be increased. It is widely different in Bengal where one tongue alone prevails.

18. I might proceed farther to advocate (with Captain Dalton the Commissioner) the establishment of an English School at Chybassa (Singhbhoom) and Vernacular Schools of a good class at Lesliegunge (Palamow) at other places. But I prefer waiting until the cry from the people themselves is, as in the above cases, urgent, or at least to wait until greater leisure shall enable me to visit these places, that I may personally determine the advisability of any greater expenditure upon them.

19. All the former papers connected with the proposal for a School at Hazareebagh are returned herewith.

P. S. I deem it right to submit the above report in its integral form notwithstanding the late circular communicating the Dispatch from the Hon'ble Court of Directors limiting the expenditure on Education, as the necessary amount may perhaps be allowed from the surplus which yearly accumulates in the gross total already sanctioned and to which a large addition has recently been made by the abolition of the late Patna High School, and I do not see how it can be modified, so as to require a less sum than the [illegible] estimates drawn up, except that a 3rd English Teacher on 30 Rs. a month might temporarily and at a disadvantage be substituted for the 2nd one, as now proposed at Chota Nagpore.

REPORT OF MR. W. ROBINSON, INSPECTOR OF SCHOOLS IN NORTH EAST BENGAL AND ASAM FOR THE YEAR 1857-1858

I have the honor to submit my report on the educational operations in this division for the year ending with the 30th of April, 1858.

Division of N. E. Bengal and Asam.

2 The Division of North East Bengal and Asam, includes fifteen districts, covering an area of 67,507 sq[illegible] miles, and containing a population estimated at 6,956,300 [illegible] superficial area of the division is therefore larger tha[illegible] England and Wales, with a population greater than th[illegible] land. It is the largest of the educational divisions, and [illegible] the size of East Bengal, which division ranks next to it [illegible] regard to superficial extent. The population, however, with the exception of that in one or two districts, is perhaps more thinly scattered than it is in any of the other divisions; the average giving only 103 persons to each square mile.

3. Assuming that about 7 per cent. of the population consists of *boys* of the School-going age, we should have at least 4,86,000 boys under instruction; but our Statistics, as far as they go, sh[illegible] about

1213 boys attending English Schools,
739 ditto ditto Anglo-Vernacular Schools,
11,268 ditto ditto Vernacular Schools,

Total ...13,220 boys. That is to say, very little short of 3 per cent. of the boys capable of receiving education as yet avail themselves of the benefits of School instruction; and in proportion to the entire population only 1 in 500 attend School.

4. It should be borne in mind, however, that except in the districts of Asam, nothing had, till lately, been done to afford the people the means of instruction. There were no where to be found any "time-consecrated village Schools," which had merely

to be taken up and improved In every instance the initiative had to be undertaken, the inert mass to be moved, people who had no knowledge of reading and writing themselves to be pleaded with and persuaded, not only to send their children for instruction, but to assist in the maintenance and support of Schools. The result therefore, though small, is cheering. It shows that a beginning has been made in the career of social regeneration, and that the huge machinery of national education has been set in motion. It cannot however, be denied that many and great are the obstacles yet to be removed out of our way before education in this part of the country becomes popular, and healthful intelligence is diffused through the masses of native society. Awful yet are the masses of corruption, wide the dreary deserts of uncultivated humanity to which our labours have not reached. What numberless families there are lying in the slumberous neglect of far-off villages, or in the obscurity of large native towns, who still live a woeful life of dark ignorance, struggling poverty, and vice-degraded minds! Vast and most important, therefore, is the work that still lies before us, and one that will require time for its accomplishment, for strong is the resistance we have to overcome, and many and great the social evils we have to combat in our progress.

5. The Division does not contain a single provincial College; the educational Institutions may therefore be classed under the three divisions of *English*, *Anglo-Vernacular* or *Intermediate*, and *Vernacular* Schools.

English Schools. 6. At the close of the year , there were 7 English Schools in the division maintained by Government, containing an aggregate of 577 pupils, and 6 private Schools of the same class, all receiving aid from the State, and numbering 636 pupils.

7. As the Annual Reports of the English Schools are now in course of transmission, and will afford ample information regarding the state of such institutions, it will be unnecessary for me to dwell at any length regarding them on the present occasion. The result

of the examinations, will, on the whole, I trust, be found to be satisfactory. The nature of the instruction imparted, continues to be the same as usual, and the Teachers have been attentive to their duties. There is amongst them, as might be expected, great diversity of acquirements, of intellectual power, and of moral character; but on the whole, the instructive staff of each School may be considered as tolerably efficient. The Head Masters, however, are the most important officers, being generally those who give the tone and character to the Schools over which they preside. And these, it gives me pleasure to report, have, in almost every instance, given entire satisfaction, working with zeal for the interests of their respective Schools, to whom the duties of their vocation are a pleasure and a pride, and whose aim has been to exercise an influence of pure good on those placed under their care. The Head Master of the Mymensing School, Baboo Bhagwan Chunder Bose, I am happy to record, has lately passed the examination for entrance into the Calcutta University. He was the only Teacher in the division who applied for permission to undergo the examination.

8. The Schools themselves are all well appreciated by the people. There has, however, been a falling off in the actual number of pupils under tuition, when compared with the number on the rolls at the close of the preceding session; but this occurred in the latter months of the year, owing to a vague feeling of insecurity prevalent in the minds of the people, and particularly after the Dussorah vacation, when a great many of the children of the Amlah went home and did not return again after the holidays. The great reduction in the Sylhet School, is to be attributed to the rate of Schooling fees having been increased since the 1st of January, from 8 annas to a Rupee per mensem, which led many boys to withdraw from the Government School and join the School under the superintendence of the Rev. Mr. Pryse, which about that time received a grant-in-aid from Government.

9. The following table will shew the number of pupils on the School rolls at the close of the two last years.

Number of Boys on the School Rolls.

	On 30th April, 1857.		On 30th April, 1858.	
Government Schools,				
Sylhet,	179		62	
Dinagepore,	143		107	
Bograh,	85		82	
Mymensing,	195		184	
Gowhati,	53		60	
Sibsagor,	77		64	
Darjeeling,	33		18	
		765		577
Private Schools,				
Gowalparah,	176		228	
Rungpore,	101		102	
Serajgunge,	88		90	
2 in Sylhet,	188		216	
		553		636
Total,		1318		1213

10. The decline, it will be observed, has been in the Government Schools alone, while the private Institutions have all had an accession of pupils. Yet from the totals of the above statement it would appear that the actual number of boys receiving instruction in English is less than it was in the previous year by 105. It should not, however, be hence inferred that the desire for English education is on the wane. The Anglo-Vernacular Schools that are now rising up in various quarters possess the advantage of being more conveniently situated with regard to the residence of many of the boys, and the still more attractive one of levying a lower rate of schooling fees. Hence those who have to begin their education usually resort to these Schools in the first instance, with the intention of entering a School of the higher grade as soon as they shall have completed their preparatory studies.

Normal School.

11. The Normal School at Gowhati, I am happy to report,

continues to be well conducted, and under the able superintendence of Baboo Gopinath Niaylangkar is fully carrying out the objects for which it was established.

Grants-in-Aid.

12. Great disappointment I regret to say, has been felt in this Division, with regard to the working of the grant-in-aid system. The many difficulties that have to be overcome before an application can be made, the long and wearisome delays that occur before a grant is sanctioned, have, as might indeed have been expected, raised in the minds of the people many doubts regarding the credibility of the reports they had heard of the intention of Government to assist in promoting the cause of education. After all our endeavours at "agitating," and pointing out to the people the advantages now placed within their reach these doubts and the general disbelief of our promises place us in a very unpleasant position.

13. But doubts and delays are not the only difficulties that obstruct our progress. The late orders of the Supreme Government, and the refusal to relax the stringency of grant-in-aid Rules will, I doubt not, have the effect of entirely withholding all aid from Schools which need it most, and consequently, of greatly impeding our efforts for the extension of education. So long as Government limits its encouragement to the establishment and maintenance of Schools by the terms and conditions of the grant-in-aid Rules, I have no hesitation in saying that popular education, the education of the masses, cannot possibly be effected.

14. My remarks of course have reference only to that section of the country included in my Division. Here the people are acknowledged to be more ignorant than they are in any other part of Bengal, while the labouring classes, those whose education it is the special duty of Government to foster and encourage, are as yet incapable of attaching any value to education. To expect that they will at once lay aside all their fears and prejudices, and as the mere effect of our preaching, come forward, erect School houses and furnish them, pay a monthly fee from their small and precarious

earnings, and provide for half the expenses of the School besides by contributions levied among themselves, is to expect a simple impossibility.

15. The grant-in-aid system was prescribed in the education dispatch of the Hon'ble Court of Directors as *the principal* measure for extending the benefits of education in the country; and all who felt interested in the improvement of the people, looked with feelings of the deepest interest to the carrying out of that system. But after the experience of three years what has been the result? A complete failure. Not because the system itself was inapplicable to the object in view, but because the Rules were framed without any reference to the peculiar circumstances of the people. How much longer the work of education may be retarded by the measures hitherto promulgated it is difficult to say, but there can be no doubt that if it is intended to educate and elevate the mass of the people, the grant-in-aid Rules must be most materially modified. And till this is done it would be futile to look for any progress.

16. During the year under report, or more correctly towards the latter end of the year, grants-in-aid were sanctioned for 16 Schools in this Division, the applications for which had been submitted in some instances more than a twelvemonth prior to the sanction being obtained. This delay had in six cases led to the Schools in question being closed; all hope of obtaining a grant having been given up by the projectors of the Schools.

17. The Grants sanctioned were:—

Per Mensem. *For English Schools.*

Rs. 180 0 to the Rungpore Zemindary School, November 1857.
" 150 0 Rev. Mr. Pryse's School at Sylhet, ditto.

For Anglo-Vernacular Schools.

" 28 8 Sherepore School in Mymensing, February 1858.

For Vernacular Schools.

" 11 0 Bamongong School, in Sibsagor, Nov. 1857.
" 10 0 Ramnugger School, in Dinagepore, Nov. 1857, Grant cancelled.
" 12 8 Modhupore School, in Dinagepore, February [illegible]

Rs. 10 0 Koliagunge School, in Dinagepore, February 1858.
" 12 0 Mooktipore School, in Rungpore, February 1858, Grant cancelled.
" 12 0 Bangree School, in Rungpore, February 1858, ditto.
" 10 0 Dhorompore School, in Rungpore, Feb. 1858, ditto.
" 10 0 Nisbetgunge School, in Rungpore, Feb. 1858 ditto.
" 10 0 Lukhipore School, in Rungpore, February 1858 ditto.
" 10 0 Magoora School, in Rungpore, February 1858.
" 9 8 Atorabarry School, in Mymensing, February 1858.
" 8 0 Arrah School, in Mymensing, February 1858.
" 12 0 Suttirpore School, in Mymensing, February 1858
" 12 0 Daponia School, in Mymensing, February, 1858.

18. Six applications for grants-in-aid of Anglo-Vernacular, and ten in aid of Vernacular Schools, have been returned for revision and reconsideration, with reference to recent rules and constructions. The probability, however, is that none of these will be re-submitted. Other applications have been lately received, but the Circular letter of the 30th of April directing that the system of grants-in-aid and all special measures for the promotion of Vernacular education are not to be any further extended in this Division, prevents my submitting them for the orders of Government.

Anglo-Vernacular Schools.

19. The following is a tabulated statement of the Anglo-Vernacular or intermediate Schools now in the Division.

		No. of Pupils.	
Zillah Sylhet	Sunamgunge	31	Aided.
	Hingajiah	29	Aided.
	Baniachoong	40	
	Luskerpore	30	
	Azmerigunge	16	
	Chattuck	25	
	Richee	16	
Zillah Dinagepore	Nischintapore	40	
Zillah Rungpore	Horidebpore	57	Aided
	Gopalpore	42	Aided
Zillah Mymensing	Shurpore	66	Aided
	Jamalpore	57	
	Hybotnugger	50	
	Shorarchur	63	
	Kagmarry	70	
Zillah Cachar	Silchar	117	

20. In the Sunamgunge School there has been a decrease of 9 pupils during the year, and the attendance of the boys generally has been very irregular. This is said to be in part owing to some vague apprehensions in the minds of the people regarding the security of the District, but is mainly, I believe, attributable to the novelty of the School having worn off, and a relapse into their former indifference for education.

21. There has also been a falling off in the number of boys attending the Hingajiah School, which from 48 at the commencement of the year has been reduced to 29. This is owing to the sudden withdrawal of all the Mahomedan boys, notwithstanding there was a Persian class in the School maintained at their special request.

22. The School at Richee is supported entirely by a native zemindar, named Joykishore Chowdry. The boys are making very fair progress in their studies, but the School is not popular with the people in the neighbourhood. The other Schools in Sylhet are at present in a wavering state. No pecuniary assistance having been allowed them, it is more than probable they will shortly cease to exist.

23. The School at Horidebpore in zillah Rungpore continues to maintain its position, and promises to be a really useful institution. The progress of the boys has been very satisfactory, and both the Teachers and the managers have paid every attention to their duties. The School at Gopalpore, in the same district, has suffered from the establishment of a rival School in the immediate neighbourhood, set on foot by a 4 annas' sharer of the Pergunnah, with apparently the express object of injuring the abovenamed School.

24. The School at Sherepore, in the district of Mymensing, is progressing satisfactorily. It has lately been allowed a grant-in-aid of Rs. 28-8 per mensem, but the monthly expense incurred for the maintenance of the present establishment is Rs. 62.

25. I have had favorable reports of the Schools at Jamalpore, Hybutnugger, and Shorarchur, in Mymensing. The two former are maintained chiefly by the proceeds of Schooling fees, and owe their prosperity to the zealous supervision of the Moonsiff also

tioned at the abovenamed places. The School at Shorarchur is maintained almost entirely by the liberality of Baboo Gunga Govind Roy, who contributes 30 Rs. a month for the support of the Teacher.

26. The School in Kagmarry, I am sorry to say, is not doing well as an Anglo-Vernacular School, the projectors having lost much of their interest in it, by their application for pecuniary assistance from Government not having been granted. It is not improbable we may be able to establish a good Vernacular School or two in this neighbourhood when the present School breaks down, which it seems likely to do before long.

27. The School in Cachar owes its existence to the very praiseworthy exertions of the officiating superintendent Lieut. R. Stewart. It was opened on the 1st of May, 1857, and lately had 117 boys on its rolls. Its monthly income, arising from fees and subscriptions, amounts to Rs. 75, which pays for the maintenance of three Teachers. It promises to be a useful institution and to supply a want long felt by the people.

Vernacular Schools.

28. With regard to vernacular education, by which, however, is meant little more than the imparting of elementary instruction through the medium of the Vernacular, I am happy to report a pretty fair amount of progress. In the present very crude state of the native mind in this section of the country, it would be unreasonable to expect any very decided success in so early a stage of our proceedings. The people have yet to learn the value of education, the practical utility of Schools, and that they can really derive the advantages from them that we tell them of. These things can be learnt only by experience, and it must be an experience of some standing too, that will be capable of effecting a radical change in the social customs of a whole people. The people too, let it be remembered, are poor, and in a very large portion of the Division exceedingly poor, too poor to provide themselves with the ordinary necessaries of life. They have never had any education themselves, and of the value of it to their children they can form no adequate conception. Such are the

people, the care-worn sons of toil and penury, whom we have to try and persuade into a desire for instruction. And when they have listened to our appeals on their affections, and weighed our arguments, and we have at length succeeded in bringing them to the resolution that they will make some present sacrifice for the future well-being of those dear to them, resolving perhaps to labour a longer time each day, or may be a little harder themselves, that the tender limbs of their children may be spared from toil, and a trial at least be given them for acquiring that knowledge their fathers never possessed, we are to tell them that they must contribute for the erection of a School-house, raise a subscription among themselves to pay a moiety of the Teacher's monthly salary, pay a tuition fee for the children they send to School, and provide them with books and other appurtenances besides. Is it reasonable to expect that, under such circumstances, Schools can be established, and the work of education make progress? Or rather have not the poor villagers cogent reasons for the inference that we have no real desire to elevate them from their present grovelling condition?

29. General rules and a uniform mode of procedure for the whole of Bengal, cannot be reduced to practice. The diverse circumstances of the people, and their varied social position, ought surely to have some consideration; and when the people are really too poor to afford to purchase instruction for their children, why may not free Schools be maintained at the expense of the State? The mass of the population consists of the labouring classes, men whose scanty earnings are gained by the sweat of their brow, and whose moral and intellectual position is but little removed above that of the half-starved and over-worked cattle they drive to their fields. If these are to be raised from their present state of brutal degradation, it must be by the employment of forces extraneous to themselves. The grant-in-aid Rules are here of no use. They were evidently drawn up on the assumption that the mass of the people were not only desirous of instruction, but highly appreciated its value, and under the erroneous supposition that the peasantry every

where were in circumstances of comparative affluence, instead of abject want, as is actually the case.

Government Schools in Asam.

30. The Government Village Schools in Asam continue in pretty much the same state in which they have been for some time past. The measures proposed for improving the efficiency of these Schools, having been rejected by the Supreme Government, there was no alternative but to revert to the old system. There are now in the District of

Kamrup...........	24 Village Schools with an aggregate of about	948	boys.
Goalpara, ...	12 ditto	260	"
Durrung, ...	10 ditto	416	"
Nowgong, ...	12 ditto	644	"
Sibsagor, ...	9 ditto	889	"
Luckhimpur,......	7 ditto	144	"
		2,801	

but the average daily attendance of late is not much more than 1,800. This is attributable to the operation of various causes. In the Districts of upper Asam it may be attributed in a great measure to circumstances connected more or less with the late rebellious movements in that quarter; but in the lower portion of the Province, I believe, our School Teachers, convinced that no rewards are obtainable, have lost much of the interest they had begun to feel in their Schools, and consequently they do not exert themselves as they ought to do to secure a good attendance.

Government Schools in Bengal.

31. The Vernacular Model Schools in my Bengal Districts are doing better.

In Zillah Mymensing there is	1 School, with	175	Scholars.
" Rungpore,.....................	9 ditto...........	362	"
" Bograh, ...	9 ditto...........	558	"
" Dinagepore, ...	8 ditto	342	"

But even in these Schools there has been a great falling off, owing chiefly, I believe, to the very high price of food, and the inability of the peasantry, under these circumstances, to pay even the very small tuition fees required of them. Many a poor family I understand are prevented by the smallness of their means from indulging in more than one meal in the 24 hours, and as a matter of sheer necessity are obliged to withdraw their boys from School.

Aided Schools.

32. Of the Aided Schools in the Division, there are 13 in the Khasia hills, with an average daily attendance of 182; and 9 in the district of Durrung for the Kachari population having 250 on the rolls and 103 in average daily attendance. The Aided Schools in the district of Sibsagor, of which there are 5, I am sorry to report are all in a very unsatisfactory state. The grants are not now drawn for, and it is more than probable that it will be found necessary to cancel them. The 2 Aided Schools in Rungpore are doing tolerably well, though the causes that have influenced the attendance at the Government Schools operate as prejudicially on them also. In the district of Dinagepore two Schools have but lately obtained grants, and there are now 3 of this description with an aggregate of 131 scholars. And in Mymensing there are 4 Schools which have also lately received grants-in-aid from Government. There are therefore in all only 14 aided Vernacular Schools in the Division, besides the Schools for the Khassias and Kacharis, under the superintendence of the Rev. Messrs. Lewis and Hesselmyer.

Subsidized School.

33. The most interesting experiment connected with Vernacular education in this Division is the subsidy system, under which a grant is given at the rate of one Rupee a month for every 10 boys under instruction. In the districts of Kamrup and Sibsagor in Asam the system has answered remarkably well, and I am thence disposed to think a trial of it in my Bengal districts would meet with similar success. The sum allowed for this purpose is 75 Rs. a month for Kamrup and 60 Rs. for Sibsagor; and for these sums

we have 750 boys under tuition in the former district, and 600 in the latter. As most of the Teachers are young men trained in our village Schools, the instruction they impart is much the same as that given in these Schools. Did our means admit of it, many more Schools of the same description might be similarly aided in these two districts. In the other zillahs of Asam, we have not been quite so successful; but I have reason to expect considerable improvement in this respect before long. In Luckhimpore there are now 3 Schools that receive the subsidy, having an aggregate of 125 Scholars; in Nowgong 2 Schools with 126 scholars; in Durrung 1 School with 86 scholars; and in Goalparah 2 Schools with 165 scholars.

Indigenous Schools.

34. The indigenous Vernacular Schools in this Division, with a very few solitary exceptions, have all been established by the exertions of the several Deputy Inspectors. These receive no aid at all from Government, and are maintained exclusively by the labouring classes; they are emphatically the Schools of the masses; and most of them are doing well. Of these there are

16	in Zillah	Sibsagor numbering	698	Scholars.
19	,,	Kamrup,.......... ditto	824	,,
5	,,	Sylhet, ... ditto	165	,,
34	,,	Mymensing, ... ditto	1487	,,
9	,,	Bograh, ...ditto	472	,,
17	,,	Dinagepore,......ditto	456	,,
3	,,	Rungpore.* ......ditto	178	,,

35. I have now to refer to the operation of other measures for the spread of education, independent of Schools, viz. Libraries, Book-shops, &c.

Public Libraries.

36. There is a Public Library at the station of Rungpore, containing about 500 volumes in English and 200 in the Vernacular; but I regret to say it is not popular, and very few natives resort

* A number of small indigenous Schools have been temporarily closed in this District, owing to the high price of food, and the inability of the poorer classes to maintain their children at School.

to it, though the building is very conveniently situated in the centre of the station and in proximity to the Government Kacherries. The rate of subscription, for those frequenting the reading-room, is only 2 annas per month; but parties taking books home for perusal are charged a Rupee a month.

37. The Sudder Station of Bograh too, has its Public Library containing

780	Volumes in	English,
310	ditto..........	Bengalee,
9	ditto	Persian,
16	ditto..........	Urdu,

Total, ... 1115 Volumes.

The number of books read during the past year amount to 505. There are

26,	1st Class Subscribers,	who pay 1 Rupee a month	
13,	2nd Class ditto	.... 8 annas	„
2,	3rd Class ditto	.... 4 annas	„

Total 41 Subscribers.

38. The Library in the Station of Mymensing is in a very unsatisfactory state. The Teachers of the Government School and some of the elder boys are the only ones who visit it. But the Local Committee at that station have lately interested themselves in resuscitating it, and I sincerely trust their efforts will meet with success. The Deputy Inspector of the District has been endeavouring to carry into effect a plan that originated with himself, for establishing Book clubs in every Moonsiff and Darogah's station, and every zemindar's Kacherry. Four have already been opened, and promise fair to be useful.

39. The Public Library at Sylhet contains 127 Volumes in English and 80 in Bengalee. The rates of subscription are 8 annas and 4 annas per month; but there are very few subscribers and the Library is seldom resorted to.

40. There are public libraries also at Serajgunge, Goalparah, Darjiling, and Gowhati, but I have no information regarding either

of them of a late date. I believe, however, that they are none of them answering the expectations once entertained regarding them.

41. In the formation and extension of Book Agencies, I regret to say that very little has been done during the year under report. In Assam, the Calcutta School Book Society has its Agents at Goalparah, Gowhati, Tejpore, and Sibsagor; but books are so seldom sent up to these places that it often happens the Agents cannot meet the demand for even ordinary School books.

42. On the 1st of April last, the Deputy Inspector in Sylhet was appointed Agent for the Society in that District, and reports that in the course of the month he had disposed of 800 Volumes to the value of 82 Rs. He is also Agent for the Vernacular Literature Society, and during the year has sold 262 Volumes published by that Society, the proceeds of sales amounting to Rs. 40-5-0.

43. In the District of Mymensing the Deputy Inspector has disposed of 1884 Volumes during the year of the value of Rs. 125-1-8. There is another Book Agent in the Sudder Station, but no returns have been received from him.

44. In Dinagepore, the sum realized by the Deputy Inspector for the sale of books amounted to Rs. 654-14-9. Of this sum Rs. 241-7-9 were for the School Book Society's publications, Rs. 103-7-0 for those of the Vernacular Literature Society, and Rs. 310 on books procured by the Deputy Inspector himself from booksellers in Calcutta.

45. From Rungpore and Bogra I have had no statistics. In these Districts, as elsewhere, most of the School Teachers act as Sub-agents for the sale of books, but the poverty of the people interferes very much with their success. Many complaints have also been made of the difficulty of procuring books from the School Book Society, and of inattention to the indents submitted. Some radical change appears to be indispensably necessary, or the Society is not likely to carry out the great object of supplying the mass of the people with cheap books.

The Education Gazette.

46. The circulation of the "Education Gazette," I believe

is very small in this Division. Very few care any thing for a newspaper, and residents in the mofussil, who would have to depend on the Thannah Dâks for the receipt of their papers, would rather not subscribe at all. At the suggestion of the Deputy Inspectors

11 copies are subscribed for in Rungpore,
12 „ ....ditto.............Bograh,
10 „ ....ditto.............Dinagepore,
22 „ ....ditto.............Mymensing.
5 „ ....ditto.............Sylhet.

There are, I believe, a few other Subscribers besides.

47. To enable the Department to work satisfactorily and successfully, it needs the aid and hearty co-operation of the Civil authorities of Government, whose local influence is often of the utmost value. And it gives me pleasure to report that in many instances their assistance has been cheerfully rendered both to myself and my subordinates. I could, however, wish to see the orders of Government of the 9th July, 1855, and those of 30th January, 1856, more strictly carried out than they seem to be at present. If we would induce the people to shake off their lethargy and take an habitual interest in the promotion of education, we must convince them that some tangible advantages are actually within their reach.

48. Before I conclude this report, I feel it my duty to bring permanently to your notice the valuable assistance the department has received from the undermentioned native Gentlemen.

Baboo Soorjeecoomar Mookerjee, the Deputy Collector of Bograh, has always rendered most cordial assistance to the Deputy Inspector in his plans and efforts for the promotion of education. Baboo Grishchunder Synnal, a zemindar in Sherepore has taken considerable interest in the welfare of the Government Vernacular School at that place. His visits to the School have been frequent, and it is in a great measure owing to his influence that the School now numbers 91 pupils. To him also we are indebted for the School house and furniture, which cost him upwards of 500 Rs.—I may here also mention that the School house at Namjah was built at the expense of Baboo Shonaton Shaha, a wealthy merchant of the place. The

School house at Chanchutora was built at the expense of th... dar Baboo Parbutty Sunker Roy. And Baboo ... zemindar built the School house at Bengal

In the District of Dinagepore, the zemindars have g... but little interest in the cause. The honorable ex... Baboos Doorganath Roy Chowdhry and Taruckand ... of Mohadebpore, Baboo Rampersad Roy of Kolhagunge and Baboo Roghubendio Chowdhry of Hurrypore. Our thanks are also due to Baboo Shatkory Deb, Moonsiff, and Baboo Shreekant Chuckerbutty, Darogah of Thakoorgong Baboo Rukisen Dutt, Moonsiff of ..., and Baboo Joygopal Banerjee the Darogah of Kolhagunge

In Rungpore, the manager of the Bahirbund estate, Baboo Hurrychurn Sein has taken a deep interest in the School at Olipore, and obtained a donation from the Ranee of 250 Rs. for the erection of the School house Moonshee Nubbi Bux of Sonyasicotta also contributed largely towards the building of the School at that place.

In Mymensing the only zemindar who has evinced a sincere interest in the advancement of education is Baboo Kashi Kishore Roy Chowdhry.

Deputy Inspectors.

49 The Deputy Inspectors have all discharged their du... during the year with their usual zeal and ability ... me valuable and cheerful assistance.

REPORT OF PUNDIT ISHWAR CHUNDER SURMA, SPECIAL INSPECTOR OF SCHOOLS, SOUTH BENGAL FOR 1857-58.

It is now about 3 years since our operations commenced and the Model Vernacular Schools have been established. During this short period, the progress of these institutions has really been very satisfactory. The pupils have gone through all the Vernacular Books suited to such institutions and may be said to have acquired a thorough knowledge of the language and to have made respectable progress in several branches of useful studies.

2. At the commencement of our operations, doubts were entertained in several quarters as to whether the Model Schools could be duly appreciated by the people in the interior. These doubts I am happy to state, have long since been fully removed by the almost complete success of those institutions. The people of the villages in which they are located, as well as those of contiguous places who are also benefited by them, look upon the Schools as great blessings and feel grateful to Government for them. That these institutions are highly prized is evident from the number of boys attending each of them. In two of the [illegible] number is comparatively small; but this [illegible] the inability of the majority of the inhabitants of the villages, in which they are situated, to afford for Schooling fees and class-books for their children than for want of [illegible] interest in the institutions.

3. Government has sanctioned a certain number of Scholarships of four rupees each for the Vernacular Schools generally, with transfer of the recipients to higher institutions as free Scholars. Having understood that these Scholarships were being distributed, and considering it absolutely necessary that the pupils of the Model Schools should be encouraged with some of them, I addressed you on the 22nd December, 1857, and was told in reply that they had been placed at the disposal of the Divisional Inspectors for

tribution among the deserving pupils of all classes of Vernacular Schools. I learn, however, from the Inspectors of South and South-West Bengal that none of the Scholarships in question have been awarded to or reserved for the students of the Model Schools. Such exclusion is certainly very discouraging and its evil effects have already begun to be visible.

4. The two old Vernacular Schools at Ooterparah and Muhespore were in a very flourishing condition during the Session especially the latter, which has gradually risen to the high standard of the Model Schools.

5. Having put the Model Schools into working order, I directed my chief attention to the establishment of Female Schools in the Districts in my division. I succeeded in opening 40 Schools during the session and in the subsequent months of May and June last. The total number of girls attending the Schools amounts to 1 [illegible]18. Several parties dissuaded me from undertaking the task, because they thought that the inhabitants of the Interior would never consent to send their girls to [illegible] however, felt [illegible] [illegible] energetic exertions I co[illegible] be sure of success. I accordingly set to work, and I am happy to be able to state that I have not only made the people sympathise in the good [illegible] but [illegible] with [illegible] and sent their daughters [illegible] were [illegible] circumstances [illegible] or, I am confident that I would have been able to establish similar Schools in almost every village in the Districts under me, except perhaps the District of [illegible]uddea. Thus a change may be said to have come over the spirit of the times, and this may be reckoned as a new era in the history of Education in Bengal.

6. The Schools were established on the understanding that the inhabitants would provide suitable School Houses, the expenses for their maintenance being defrayed by Government. These conditions were approved by His Honor the Lieutenant-Governor and strongly recommended by him; but the Supreme Government unfortunately took a different view and refused their sanction to their

establishment except under the Grant-in-aid rules. My labours have thus become fruitless and the interesting little Schools will have to be closed immediately.

7. The Calcutta Normal School continues to flourish. On the 30th April, 1858, there were 94 pupils on the rolls. Fifty-four qualified themselves during the session for employment, of whom 36 have been appointed as Teachers in the Schools under me as well as other Inspectors.

8. The Deputy Inspectors under me have afforded every satisfaction in the discharge of their duties. They have been very attentive and unceasing in their exertions to promote the usefulness of the Schools in their respective circles.

College Reports.

PRESIDENCY COLLEGE.

FROM THE REPORT OF THE OFFICIATING PRINCIPAL, MR. E LODGE.

The number of Students in the College on the 30th April, 185[illegible], was as follows:—

General Department.

First year,	94	
Second year,	41	
Third year,	26	
Fourth year,	4	
		165

Law Department.

First year,	9	
Second year,	20	
Third year,	19	
		48

Total No. of Boys, 213

Besides these, there were [illegible] who attended only detached lectures, and their num[illegible] they attended, [illegible] below:

General Department.

Mental and Moral Philosophy	2
Mental and Moral Philosophy and Literature	1
Literature, History, Mathematics [illegible]	1
Literature, History and Physics	
Physical Science	
Literature	
History	
Mathematics	
Law Department	

* * * * * * *

The Examination in the General Department for retention and ...rfeiture of Scholarships commenced on the 1st and terminated ...n the 6th April last.

* * * * * *

The result of the examination as shewn by the Tabular State... ...nt furnished by the examiners has been satisfactory.

* * * * * * *

...eventeen Students of the college competed at the Entrance ...amination of the Calcutta University held in March last. ... ...tudents passed in the first division and two in the second, and the ...maining five failed.

Six final Students competed for the B. A. Examination. Of ...hom four students were from the fourth or final year of the General ...epartment and two were from the final or third year of the Law ...epartment, and notwithstanding the difficulty of the questions set ...y the University Examiners, two have been passed in the second ...ivision, namely:

1. Bunkim Chunder Chutterjee, Law Department.
2. Jadoonath Bose, General Department.

...MENT.

The ... ...rd year students in this depart... ...sity B. L. Examination and eleven ...ere passed. It is ... due to the Students to mention that ...ith the exception of one student who has been put back one year, ...hese failures have not been of such a nature as to preclude their ob...ining college diplomas, and on the representation of Mr. Montriou, ...Professor of Law, the undermentioned seven students have been ...ith such a College Certificate as will entitle them to be ...Pleaders in the Sudder Court.

...er Mitter.
...ngoolly.
...Mitter.

5. Khetternath Bose.

6. Nobinchunder Banerjee.

7. Krisnomohun Dutt.

The Students in the first and second year were examined by the Professors themselves and Mr. Montriou reports as follows:

1st Year.

"Fourteen of the college students came up for examination.

"They were examined in General Jurisprudence, Roman Law, and (sl[illegible]ly) in Mofussil Criminal Law. The last subject had been enter[illegible] upon by my predecessor in the Law Chair, Mr. Beaufort.

"Of the first nine in the list of examinants, I can without hesitation pronounce favorably; a few of them evinced superior ability and attainments, all passed generally with credit."

[*The others are noted as having passed less creditably and shewn especially a deficiency in their knowledge of English*].

2nd Year.

"Twenty came up for examination.

* * * * * *

"They have been examined in the Law of Evidence, English Law of Contract, English Criminal Law and some miscellaneous questions, in Civil Mofussil Law also in Roman Law (the subjects of lectures by my predecessors at the commencement of the session.)

"The examination upon contracts and criminal law was conducted by the Assistant Professor of Law, Mr. Boulnois.

"The result of the entire examination is satisfactory.

* * * * * * *

"The Assistant Professor whilst not dissatisfied with the general progress made in the extensive and very important subject of contracts, considers that a short supplementary course should be given to all."

* * * * * * * *

Mr. Montriou remarks with reference to the failure of certain Students of the 1st year:—

"For the purpose of Law education, it is not enough that the student comprehends with tolerable accuracy, the English lan-

guage, as for instance many English lads comprehend French; nothing less than a perfectly familiar and idiomatic acquaintance with the language, in which he has not merely to write but to think, is imperatively called for to qualify for attendance upon a course of Jurisprudence.

"This appears to me to be an obvious proposition and I will not lengthen this report by reasoning in support of it.

"I strongly urge, that a special class be formed, to instruct by dictation and theme writing, and placed in charge of an English educated instructor, one thoroughly master of a sound English style of writing—that professors in all departments (I take the liberty of assuming that others will find such a resource as useful as I should) be empowered to require any of their class to attend the 'English composition class' until such Professor is satisfied with the style acquired, even to refer back the student should he retrograde in his power of composition.

"But the practice should, I think, only apply to the 1st year students of the Law Department, and the Professor of Jurisprudence (Law proper does not, in my scheme, enter into the studies of the first year) should be required specially to report upon the English [illegible] examinants.

"The whole and essential character of the study of 'Jurisprudence' (what may be termed the Academical and Preliminary course of law) have only to be considered in order to make apparent the indispensableness of a *Vernacular* knowledge of the tongue in which it is taught and in which the student has to explain the views he has acquired.

"A correction or prevention of the false and inflated style so often acquired by even accomplished English scholars of native birth or origin, is among the probable incidental benefits of the new class I have suggested.

"The students have given every satisfaction during the past session, both with regard to discipline and attention to studies, and I am happy to record that since my connection with this Institution not a single instance of misconduct has come to my knowledge."

The accounts of the Institution are detailed in the annual statistical return already submitted to your office. It will be seen that the cost of educating each pupil in the General Department has been Company's Rupees 89-13-8 per mensem and in the Law Department Company's Rupees 24-10-5 a month, while the expenses in those departments for the previous session were respectively Company's Rupees 46-15-4 and 23-7-2 per mensem.

The Library generally is in very excellent condition and is made much use of both by students and teachers. During the year under review, however, the usual additions to it have not been made and no general Indent having been submitted, the allowance for that purpose has been allowed to lapse into the General Education Fund. The only books that have been received consist of 22 Volumes exclusive of reports, decisions and pamphlets circulated by the Government.

As you have desired especial notice to be made of the Library in the report, I must state that after a careful examination of the books on the shelves and comparing the list of them with those mentioned in the Catalogue, we have arrived at the following results:

The Catalogues of books which ought to be found in the Library have been very imperfectly kept, and not only according to them are many books missing from the Library, but also there are many works in it of which no mention is made in the Catalogues.

Total number of Volumes in the Library,...	7315
Number of Volumes in Circulation, ...	104
Missing from sets of Books in the Library before the present Librarian took charge, ...	67
Books mentioned in the Catalogue but missing from the Library, ...	48

Amongst the 7315 Volumes in the Library on the 16th August, 1858, are 298 Volumes of which no mention is made in the Catalogues, nor from them can we in any way ascertain how they have been placed there, of the missing Books 67 were wanting when the present Librarian took charge in March, 1850, and for those that have lost since, he is responsible.

The rules under which the Library is supposed to be conducted are those laid down by the late Council of Education for the old Hindu College in the year 1847, a copy of which for your ready reference is attached, but I must observe that of those, nine rules, the more important of them have never been observed, rules numbered 7 and 10 of course became void, when the Committee of Management ceased to exist. To enforce the agreement of the Librarian has never been attempted and therefore the 2nd rule has been useless. Rule 4, I suspect has been entirely overlooked, whilst the 1st and 2nd clauses of rules 5 could not without the greatest inconvenience be observed by the Professor of the College.*

* Since this was written the Librarian has been dismissed and the rules revised and adapted to existing circumstances.

COLLEGE OF MAHOMED MOHSIN AT HOOGHLY.

FROM THE REPORT OF THE PRINCIPAL, MR R. THWAYTES, B. A.

1st and 2nd Year Classes. The progress made by the pupils of these classes for the last year or two, has been considerably retarded by the vacillation of the students. At one time a rush was made by many of them to the Law Department, which had then lately been opened in the Presidency College. Afterwards, their efforts were engaged in obtaining masterships in the Grant-in-aid Schools of the district. Again when the Engineering College was established, it became the centre of attraction for some time and allured many of our most promising students, while the others who remained were thrown into an unsettled state by the changes which were continually going on in the Education Department, and seemed incapable of studying with any earnestness, while they were eagerly looking out for better prospects which they thought might be gained by entering one or other of the Calcutta Colleges. This unsatisfactory state of things continued till the middle of the session, when the Director of Public Instruction refused to consent to the transfer of students, on account of the Session being so far advanced, then, and then only did they commence reading with some firmness of purpose.

Number of Students. At the commencement of the Session, there were 55 Students on the rolls, one in the third year class, 14 in the second year class, and forty in the first year class. The one in the third year class left during the Session, for the situation of seventh teacher in the Branch School at Hooghly. Of the second year class, one student was transferred to the Presidency College and three withdrew during the Session, ten offered themselves as candidates for the Senior Scholarship examination, but one of these could not attend

on account of sickness, there are now 37 Students on the rolls of the College classes.

Tuition fees

The tuition fees realized from the College from 1st May, 1857 to 30th April, 1858, amounted to Rs. 1,124 whereas the amount of fees collected during the preceding Session was Rs. 2,110-8. The amount of fees receivable on 30th April, 1857, was Rs. 87 while those of 30th April, 1858 were Rs. 68.

Result of the examination 1st year Students, No. 27.

This examination was conducted by the officers of the College, and the result is so far favourable, that it is better than that of last year of the same class. In Mathematics the attainments of the majority of the students are sufficient to enable them to enter on the study of the second year's subjects competently, but a few displayed such ignorance that it is evident they have been admitted to the College department too early. In Literature the examiner remarks, "This class taken in the aggregate passed a more satisfactory examination than the corresponding class of the three previous years, their papers showed that the students generally had been industrious, there were fewer violations of grammar and orthography than usual, but there were some which certainly should not appear in the papers of a College student." In History more than one half of the class are reported by the examiner as having passed a fair examination. In Vernacular also the examination was generally satisfactory. All the Junior Scholars were recommended to retain their scholarships for another year with the exception of Ramlall Mookerjee from Pooree School, Mohendronauth Gangooly from Bhaugulpore School, and Mohendronarain Singh from Beerbhoom School. These boys did not join the class till some time after the session had commenced. It is difficult to conjecture on what grounds they gained their scholarships, they showed almost entire ignorance of all the subjects in which they have lately been examined.

DACCA COLLEGE.

FROM THE REPORT OF THE PRINCIPAL, MR. W. BRENNAND

During the year there has been a great falling off in the number of pupils in the Collegiate School. It may be attributed in a great measure to the raising of the Schooling fees, to the establishing of many elementary Schools in the districts around Dacca and also in some degree to the disturbed state of the country. The number of Mahomedans has been reduced from 19 at the beginning of the year to 10, the number at its close. And the number of Hindoos and Christians has been reduced from 358 to 292. The greatest numbers have left from the lowest classes. There would not therefore be much to be regretted in this, if there were a corresponding increase to the higher classes from other Schools. Unfortunately, however, for the supply of students to the College, of all the candidates for Junior Scholarships from Zillah Schools at the late Entrance Examination, only three have gained Scholarships to be held in the Dacca College, and it is seldom that any other order of students from Zillah Schools enter the College Department. It is therefore obvious that for some time to come, the College will have to depend mainly upon its own School for the usual supply of students. It is a question of some importance, whether the University Entrance Examination is not too high for the Junior Scholarship Examination of the Zillah Schools, and whether some modification of the Scholarship Rules might not be made with advantage to admit of the best students of such Schools being allowed to study in the first class of a Collegiate School previous to becoming candidates for the Entrance Examination.

The attendance of the pupils during the year has not been so good as could have been desired, much irregularity was caused by the disturbed state of the country, but it was not found necessary on this account to close the College for a single day.

Of the students who have left during the year, the following are among the most successful who have obtained employment.

Isaac Chunder Bose appointed as 2nd Master Chittagong School, ... Rs. 100
Brijo Mohun Roy 2nd Master, Sylhet School, ... 50
Umbica Churn Mojoomdar, 3rd Master, Pubna School, 40
Madhun Mohun Goopto Head Master, Bangla Bazar, Branch School, ... 40
Sreenauth Bhudder 3rd Master, Commillah School, . . . 30
A. Aradill, joined the Medical College, ...
Gobind Persaud Doss joined the Presidency College. . .
Sreenauth Gooho, 4th Master, Mymensing School, . 20

COLLEGE EXAMINATIONS.

Fourth year Class. The fourth year class consisting of four students proceeded to Calcutta to be examined for the B. A. degree.

Third year Class. In the third year class only one student remained of those who composed it at the beginning of the year.

Second year Class. The students of the second year class were required to undergo the General Examination for Senior Scholarships, and three of their number succeeded in passing the Examination successfully.

First year Class. The examination of the first year class was conducted by the officers of the College, whose reports are as follows:

Mr. Brennand, the examiner in Mathematics, states that the examination of the 1st year class in Mathematics was not quite so satisfactory as in former years. Of five students who were sent up at the last examinations as Junior Scholars from the Zillah Schools, only three have made such progress in this branch of study as to be considered entitled to retain their scholarships.

Mr. Harris, the examiner in Literature and History, says:

"The 1st year College Class passed a very creditable examination in Literature. No fault could be found with the papers generally on that subject, except as to the style in which they were expressed. The students fully

comprehended the passages which they were required to explain, and generally displayed, in regard to them, an accurate knowledge of the rules of grammar. A systematic exercise in the practice of English composition is much needed by these students.

"In History the same class on the whole acquitted itself as well as it did in Literature, having regard to the exception made respecting composition. The questions generally were of such a nature as to test the student's powers of thought, and I am glad to state that some of them were enabled to deal with such questions in a very satisfactory manner."

The examiners in Bengali, Baboo Ram Sunker Sein and Pundit Sreenauth Turkopunchanun, make the following report:

"We examined the 1st year Students in the Translations, and in their other Vernacular studies.

"We beg to remark that in such an important branch of their study, we expected a greater degree of proficiency from the students than has been displayed by them, and we were exceedingly sorry to observe that most of the Translations from Bengalee to English were disfigured with mis-spelling, and a disregard to the rules of Syntax. However, the answers of Parbutty Churn Roy, Okhoy Coomar Sein, and Deeno Nath Sein are very creditable."

KISHNUGHUR COLLEGE.

FROM THE REPORT OF THE PRINCIPAL, Mr. L. CLINT.

* * * *

It appears advisable to extend the hours of daily instruction from 4½ to 5 and thus bring the pupils for a longer period within the influence of intercourse with the English speaking Masters, and also extend the English speaking portion of the day. The boys, after many years of instruction are clearly deficient in the power to understand and express themselves in English; considering that in the Mofussil, they scarcely hear any English except in the class-room, and that their practice in hearing and speaking it, is neither greater nor less than [illegible] they have with their Master, the advantage of protracting the exercise, is apparent. The gain of half an hour may appear small, but it is obviously not to be measured by the difference between 9 and 10, as numbers. Besides, being an addition to the English period of the day, the additional time must aid the habit, which it is so desirable to form, of speaking and thinking in our language. It is also observable that the last half hour appears to be treated like a piece of waste, debateable or unoccupied land, which can be turned to little account. An hour should not be lost in the same manner.

The very large extent of reading in the College (as distinguished from the School) likewise demands a greater number of hours for due analysis and remark in the class:—at least as long as the English Scholarship of the Kishnughur College is in its present state. At the presidency, whereas there are so many extra-Collegiate means of improving in English, the present allowance of time, four hours and a half may be sufficient, but the case is different in the Mofussil where the pupils have little or no opportunity of speaking English except with their teachers.

In the event of any change being made, it would not be advisable to introduce an hour of recreation. In the Dacca College and School, the hours have long been as above recommended, and without any interval for recreation, which, as generally enjoyed, includes disorder in the School rooms and destruction of their furniture and fittings-up. Until the boys are better taught no School room should be open before the Master takes charge, or remain open after he leaves it at the close of business.

Reverting to the want of colloquial power in English, it may be as well to observe, that though a boy cannot be made, whether he is able and willing or not, to converse in any language, be it foreign or vernacular, he may easily be led by gradations to recite in it, and this will soon lead to his spontaneously "speaking" from his own heart or mind. With this view, one of the long sentences of the book should be made a skeleton by the omission of subordinate clauses, epithets and adverbs, but still form in the remaining words, a sense at once complete in itself and a part of the whole. The pupils after being required in the first instance to recite (or 'say') this after the teacher in its simplest form may have the difficulty gradually increased by the successive introduction of the parts omitted, thus proceeding from the first short familiar sentence to the full development of the author's thought and expression. Another way of overcoming the inertia of the boys in expressing themselves in English is always to oblige them to repeat a question which they do not answer.

The description of any person's mode of teaching one part of one subject may perhaps be out of place in an annual Report, but the publication of it, if thought advisable, may lead others to put the method proposed to further trial.

The pronunciation and oral reading of the pupils appear to fall off from the time they enter the College, after which, they read aloud for but a very small portion of their time. When the Senior Scholarships were first instituted, an oral examination formed part of the test, and so long as the candidates were subjected to it, they read with feeling and a good accent For their own sakes and with the view of forwarding their progress in the world, it is desirable that their delivery, which is a part of address, should be good. This

would be secured, as far as any other attainment can be, by extending the viva voce and reading examination of the Junior, to the Senior Scholarship examination. The object in view is important in another light. A just reading of passages is closely connected with possession of the meaning and with a due appreciation of an author's various excellencies. Visitors to the College often remark the want of feeling with which the boys read our best English Classics. The moral influence of the writings of Addison and Milton must be diminished, if the delivery of the reader is of no account with himself at the time, or with the examiners at the end of the two years of preparation.

* * * * *

Examination of the College.

2nd Year, Average age 20¾.

The second year students being represented by five of their number in the Senior Scholarship examination, and the remainder being considered entitled to their promotion to the third year, the only report on this class will be, that of the Scholarship Committee. The subjects being common to all the Colleges, are too well known to require enumeration in this place.

1st Year, Average age 18¾.

This class was examined in History by Dr. J. J. Halls, in the Vernacular by Moharajah Suttish Chunder Roy, in English Literature by the Principal and in Mathematics by the Head Master.

English Literature.—The 1st year had read Defoe's History of the Plague, from No. [illegible] to No. 265, of Addison's papers in the Spectator, Gray as in Richardson's Selections, and Pope's Essay on Criticism. Mreetunjoy Roy deserves particular mention, as having obtained 96 marks out of 100 of the rest of the class. Ram Churn Bose, a Scholar from the Jessore School and Eshan Chunder Mookerjia have obtained more than half marks. The Examiner says:—

"With the view of affording the Director of Public Instruction a more precise idea of the state of the 1st year than can be obtained from the number of marks, or general observations, I select a passage or two, from each page of the answers (in the History of the Plague) of the youth who

represents the average of the class. Errors that are attributable to the hurry of an examination are excluded, as not giving a really fair idea of the class.

"The History of the Plague is at all times to be borne in mind, was not a work of extensive merit and it is not also too ancient."

"Defoe did not go astray from the town."

"A heavy shower of rain subsided."

"When the plague raised to great violence."

"When the dead cart (as it was named) with a bell and a lamp pass by the dead of any infected house shall give its dead to the buryers in the dead cart."

"Fires were ordered to be kindled in the front of every street with the intention of changing the air of the city—but all these to entire hopelessness of the Government were not all to be accounted as made the disease soften, but it gradually raised to great virulence."

"From the history of it, it can be also concluded that what disturbances arise in the Government when any infectious disease prevail."

"History of the Plague teaches us the love which each man bears to to his own with respect to the community in which he lives, the natural love to children and to all the next relations."

The students of the 1st year will be candidates for Senior Scholarships in 1859. It is desirable that there should be some trace of their progress, as it was at the end of the Session of 1858. If further information be required, it can be obtained from the answers in bulk, which, for reference, have been recorded.

The 12 students of the 1st year obtained, out of 1200 marks obtainable in each subject, in

English Literature, ...	569
History, ...	758
Vernacular, ...	643
Mathamatics, ...	463.5

which is 60 per cent. of the whole, taking one subject with another.

History.—Dr. Halls who examined the 1st year in History says that the result was most creditable to many of them.

"There was, indeed, scarcely one who did not give a more or less correct answer to *every* question, thereby shewing that all must have carefully read, and have acquired a fair knowledge of the subject of examination.

I must remark, however, that most of the papers evinced want of practice in writing English, and in some of them, faults of Grammar and spelling were by no means uncommon.

Bengalee.—Moharajah Suttish Chunder Roy, says:

"The Translation from Bengalee into English have been executed better, than that from English into the Vernacular. On the whole, I am satisfied with the result of the Vernacular examination of these lads, each boy having obtained on the average, more than half the total number of marks allotted to the paper."

BERHAMPORE COLLEGE.

FROM THE REPORT OF THE OFFICIATING PRINCIPAL, MR. A. SMITH, M. A.

Number of Students.

It could scarcely be expected that the storm which has swept over the entire country during the past twelve months, and has, in so many cases, for a time at least, absolutely abolished the authority of Government, should have spared, one of its most favoured classes of Institutions. Happily, its Colleges situated in Bengal, have not been subjected to the violent extinction that befel those of Agra and Delhi, but that they bear visible marks of their having shared in the recent public calamities, cannot admit of doubt. It was to have been anticipated then, that this College standing upon the frontier of the scene of immediate confusion and bloodshed, should have been exposed to continual alarm. It has been put to a severe and lengthened trial in more ways than one. Along with everybody and everything belonging to the Government, it has, with the full knowledge too of those whose support of it is essential to its existence, and whose withdrawal of their children would bring it to the ground been for a considerable time, in actual and imminent danger. It has been the victim of constantly recurring alarms, not the less real and difficult to allay, because the grounds of them may have been trivial or insufficient; it has had to witness the summary demolition of the fabric in which it was quietly established and intent upon its important work only an hour previous; it has had to hurry from another noble building, that through the kindness of the Chief Military Authority gave it shelter for a while, with almost equal precipitation; and finally, after being temporarily located in an edifice which however commodious, and spacious, and airy, was declared to be too distant for the bulk of its students, in prospect of the approaching rainy season,

it has had to return to its original confined abode with no possible assurance of a peaceable possession for even a day, or guarantee against a sudden ejectment. Such are the fruits of the mutinies in connexion with this College. And the wonder is not that it should have lost 40 of its students, but that in such circumstances, and under other great disadvantages arising from the same causes, which it is needless here to adduce, it should yet retain 204 names on its rolls. It is right to add that this diminution of numbers occurs wholly in the Collegiate School Department and that the College classes exhibit a satisfactory increase upon the numbers of former years. It may also be safely asserted that the decrease in the strength of the School Department is but temporary, and that on the reopening of the College at the commencement of the new session the deficiency spoken of will have* wholly disappeared.

These remarks were scarcely penned, when the gratifying intelligence arrived that the Supreme Government had acceded to the urgent representations of the Government of Bengal, and had given its sanction to the immediate erection of a College at Berhampore upon the plan designed by the resident Executive Engineer.

* *

Special Prizes.

Viewing with feelings of great satisfaction the Institution last year by the members of the local committee of special Prizes as rewards for evident superiority in some one pursuit or branch of learning, and witnessing further the beneficial effects of such a measure upon their children, many of the parents and guardians of the boys have come forward to continue the practice this year, and the result is a very handsome addition to the ordinary Prize Fund.

Employment of Ex-Pupils.

The following students have left the College in the course of the past year, and found employment.

Kristendro Chowdhry, 2nd year Student, 3rd Master at the Bauleah Government School Salary...Rs. 30. Gopal Chunder Mooker-

* This *has* occurred, the number on the Rolls being now equal to what it was at the beginning of the year.

jea, 1st Class Collegiate School Master, Anglo-Vernacular School at Goash,........ Salary.... 25.

Appointments conferred on Pupils of an earlier date, during the past year.

Kalinauth Biswas, formerly 1st year Student. Ameen of the Civil Court at Goash .... Salary.. 50

Motiloll Gangooly, Master of Baboo Rajkissen Roy's Anglo-Vernacular School at Cossim Bazar .... Salary. .. 25.

Sufficient encouragement is not yet extended by the authorities of the District to well conducted and well informed youths quitting the College in search of a respectable livelihood. Hence the above meagre list of those who have obtained responsible situations.

College Examinations.

The third year students were examined by the officiating Principal and officiating Head Master, in the greater half of their course for the Pass Examination, and underwent the test to which they were submitted so creditably that they were allowed to retain their Senior Scholarships for an additional year.

The Examination of the 1st year students was conducted by the same Examiners with the assistance (on this occasion as on all previous ones, most readily afforded) of Baboo Sreesh Chunder Bidday-rutna Pundit of the Moorshedabad circle.

The remarks of the Examiners were as follows. The Officiating Principal remarks.

"The boys of this class must have been exceedingly idle throughout the year, as only one attained ½ of the marks in Literature, and the highest number reached in History was 26 out of 100. Not only was their acquaintance with their subjects slight, but their spelling was bad, and their manner of expressing themselves very far from what it should have been."

The Officiating Head Master says.

"I set four Mathematical papers for the first year's students; 1st on the books of Euclid, 2nd on Algebra, 3rd easy questions on Trigonometry, the 4th consisted of harder questions on Trigonometry and very simple deductions from the books of Euclid. The answering on the 1st paper was very bad; the best marks that I would give being 18 out of 50. some boys

only obtained 4. The answers to the Algebra paper were somewhat better, varying from 16 to 23 out of 50. I was better pleased with the answers given to the 3rd paper, the best student in that subject obtaining 30 and the worst 21 marks. But on the last paper, they entirely failed, out of 50 marks, the best mark obtained, was 10, and one student obtained one solitary mark. I set very easy questions on all the papers, as my wish was to obtain answers and not to puzzle, but the performance upon the whole was by no means satisfactory."

The Pundit reports.

"I examined this class in Vernacular Literature and translation from English to Bengali and *vice versâ*. It will be seen in the annexed Tabular statement that not a single boy of this class has obtained even half of the aggregate number of marks. Considering the advanced stage of the study, I fully hoped that the boys would acquit themselves with credit to themselves and to my satisfaction, but I regret I have been disappointed in this. They seem to have paid little or no attention to their Vernacular study.

MEDICAL COLLEGE.

FROM THE REPORT OF THE PRINCIPAL DR. W. C. EATWELL.

The following is a list of the pupils of the English class at close of the Session.

Stipendiary Students at 8 Rupees each per month, ...	[illegible]
Scholarship holders at 12 Rupees each per month, ...	28
Free Students, ...	7[illegible]
Ceylon students,..	[illegible]
Total	[illegible]

Of the Natives one is Mahomedan and the remainder [illegible] the latter there are:

Brahmin, ...	[illegible]
Koysto, ...	[illegible]
Boydo, ...	[illegible]
Sutgope, ...	[illegible]
Weaver, ...	1
Banker, ...	[illegible]
Kurmokar, ...	1
Teeleo, ...	1

In the Military or Hindustani class there are 55 pupils upon full pay of five Rupees, and 10 Stipendiary pupils from Assam mak[ing] in all 65. Of these, 51 are Mahomedans and 14 are Hindus. Of Hindu Students, there are.

Brahmin, ...	[illegible]
Koysto, ...	4
Koormee, ...	5
Chuttree, ...	3
Total	14

Fifty-eight pupils are natives of the North Western Provinces and Assam, and seven of Bengal.

In the Bengali class there are 48 stipendiary pupils upon the full pay of five Rupees, and 43 free, making in all 91. Of these, 87 are Hindus and 4 Christians. Of the Hindu Students there are

Brahmins,	34
Boydos,	17
Koystos,	17
Sutgope,	2
Saha,	1
Kurmokar,	1
Rajpoot,	3
Banker,	1
Weaver,	11
Total	87

*   *   *   *   *

Primary or English classes.

The English or Primary class of the College has numbered during the past session 107 members, of whom 38 have been in the receipt of a Government allowance or stipend, and 69 have been free Students. Of the above number, 72 students have been Hindus, and one Mahomedan. Of the Hindu students, 20 have been Brahmins. The average strength of this class during the preceding 10 years has been 91.

11. The Reports of the professors on the conduct and qualifications of the students of their respective classes are satisfactory, though the professors, who have had to teach students during the first two years of their studies complain much of the deficient preliminary knowledge of English, which such students in many instances have possessed, and which renders their progress during the first year of their studies very slow.

The influence of this preliminary deficiency in education is likely to make itself markedly felt under the operation of the new University Rules, which require that students shall undergo their first examination for degree in Medicine and Surgery, at the end of the second

year, instead of at the end of the third year of their studies as was the case with the old College Diploma Examination.

The practical effect of this rule in the present session has been as follows.

Of 27 second year students, who should have presented themselves for examination, 12 declined the ordeal altogether, thereby necessitating their stay in the College for 6 years instead of 5 years, whilst of 15 who presented themselves for examination, only 6 passed.

Since the new University Rules for granting degrees cannot come into operation for two years from the present time, an examination has been held for the purpose of conferring the College diploma upon such students as entered the College prior to the promulgation of the University Rules, and who might be unwilling to undergo the additional course of study required for qualification for the University Degree;—7 students presented themselves for examination, of whom 4 passed, two were remanded for 6 months and one was rejected. The Report* of the Government examiner on the result of these examinations, cannot be said to be altogether satisfactory. On considering the results reported by the Government Examiner, we are at once struck with the fact that certain students acquitted themselves well under every test to which they were subjected whether as regards their theoretical or their practical knowledge, whilst others failed, the failure being most frequently on the practical part of their examination. The inference to be drawn from this fact is, that the means of instruction have certainly been available, though all have not profited by them alike.

The systematic teaching in the classes of the College appears to be perfectly satisfactory, and it is in the practical teaching in the hospital that some additional means of imparting instruction appear to be required.

The question of clinical teaching in the hospital is one which has occupied much attention, occasioned considerable correspondence, and has not as yet received a satisfactory solution. This question will be made the subject of a separate and special report.

* See p. 10 of Appendix C.

Students' Apprentice Class.

This class of most useful officers numbered at the commencement of the session 13 members, but under the pressing exigencies of the Military service, the whole of its members were removed from the College and attached to European Military Hospitals. Special measures have, however, been sanctioned by Government for placing this class immediately upon a largely increased footing.

Military Class.

The Military or Hindustani class of the College numbered at the beginning of the session 104 members, of whom 82 were Mahomedans and 22 Hindus. During the past ten years, the average strength of this class has been 99.

In the month of December, under an emergent application from the Medical Board for the services of Native Doctors, a special final examination was held, when 16 members of the class passed as Native Doctors and were forthwith placed at the disposal of the Head of the Medical department for Military duty. In the month of March, the regular annual final examination of the class was held, when 9 students passed successful examinations, and were placed at the disposal of the Director General for Military duty.

The Native Teachers report on the whole favorably of the members of this class. The first year pupils of the class have numbered 22, of whom 5 have been students from Assam.

Of the above number, the Native Teachers recommended one for removal from the College on account of constant negligence and inattention, but report very favorably of the remainder. The second year pupils of the class have numbered 29, out of which number, 3 have been pupils from Assam.

Of the above number, the Native Teachers recommended that eight be removed from the College or deprived of their stipends, on account of want of progress in their studies, and that 5 be reprimanded, whilst of the remainder they report well.

The third year, or final students of the Military class have numbered 30, of whom 25 have successfully passed their final examination, whilst 5 have been rejected.

The Reports of the professor of Medicine, and of the Native Teachers of the final students of the Hindustani class are favorable.

The Military class of the College contains many respectable and intelligent lads, who turn out very efficient Native Doctors, but owing to the manner in which the class is recruited, a number of individuals find admittance, who, on experience, turn out unsatisfactorily. A special report on this subject has already been laid before the Director of Public Instruction and the Director General of the Medical Department, and I have ventured to point out the necessity in recruiting for this class in future, of admitting only such pupils as may have been subjected to some discipline under European superintendence, in Dispensaries, Hospitals or Schools, in which their moral conduct and qualifications shall have been fairly tested and ascertained.

Bengali Class.

With reference to the Bengali class pupils, the Native Teachers complain of their irregular attendance, especially of those in the free list, over whom we possess no control whatever.

There are, however, exceptions to this rule, and the Bengali class contains amongst its members a considerable number of intelligent and promising lads. The only remedy at present for the evils complained of above is to weed the class fully at the close of each session of its most unpromising members, and this measure is the more feasible since the applications for admission to the class are more than we have the means of providing for. In this class are a number of lads who read and write English, and who keep their cases in hospital in English in a very creditable manner. The advantages which these lads possess over their class fellows who have no such knowledge are very great, and I would strongly recommend that the possession of a knowledge of English be considered as giving a preferential claim to admittance to this class. The first year students of the Bengali class numbered during the past session 41, of whom 16 were stipendiary, and 25 free pupils. Of this number the Teachers recommend that 14 be removed from the College on account of great irregularity in attendance and absence of all progress in their studies. 11 students are represented as deserving of censure for idleness and inattention, whilst the remaining 16 students are well reported upon.

The second year students of the Bengali class numbered 33 pupils, of whom 22 were stipendiary and 14 free students. Of the above number, 10 are recommended for removal from the College, but the report on the progress of the others is good.

The third year students of the Bengali class numbered 17 at the commencement of the Session, of which number, 15 went up for final or diploma Examination at the end of the session. Of these pupils, 7 passed satisfactorily, 5 students were remanded for 3 months on account of deficient knowledge in certain branches, and informality in their certificates, and 3 failed altogether.

The prospects of the Bengali class are, on the whole, as promising as could be anticipated.

The applications for admission to the class exceed our present means of providing for, and if a considerable number of those who join the College disappoint us, there is still a residue of pupils left, whose conduct and acquirements are such as to shew that the aptitude for the acquirement and practice of the Science and Art of Medicine actually exists amongst the persons of the class from which these pupils are drawn.

A great drawback to the success of the Bengali class consists in the fact of the students being amenable to no discipline, and entirely beyond our control, nor can this be remedied unless the Government is prepared to construct buildings in the vicinity of the College suited to the requirements of the students of this class and to compel the residence in them of all Bengali class students, who may be in the receipt of Government stipends. The pressing of such a measure upon Government at the present moment may be considered as premature.

One of the chief draw-backs to the success of this class would appear, however, to be in process of removal. Until lads have become acquainted with the actual details of the practice of Surgery and Medicine, it can hardly be expected that their special fitness for the profession can become known either to themselves or to others, and many must inevitably fall away under the ordeal of the Dissecting Room or Hospital. It is thus that we must always expect to meet with disappointment in a large number of lads who come to us at once from Zillah schools. The remedy in this case as in that of the Hindustan

class will, I believe, be found in requiring all candidates for the Bengali class to serve a preliminary apprenticeship in some Dipensary or Hospital. The Mitford Hospital recently established at Dacca would appear to hold out (as already foreseen by the late Council of Education) an excellent school for the preliminary training of our Bengali class students and when it may become possible to insist on a preliminary practical apprenticeship in all candidates for the class, I have no doubt that we shall be much less frequently disappointed in the final result than is the case at present.

CIVIL ENGINEERING COLLEGE.

FROM THE REPORT OF THE PRINCIPAL, CAPTAIN E. C. S. WILLIAMS.

At the close of the previous year, there remained in the College 31 students, of these 3 seceded during the year, reducing the number to 28. Average age 19$\frac{1}{14}$ years. Besides these, 11 out-students, some in all subjects, others in a portion only, joined during the year; of whom 10 remained on the 30th April, 1858.

No regular students joined at the commencement of the 2nd Term in June 1857. Two candidates only (Europeans) presented themselves for Examination and they both failed to come up to the prescribed, the Senior Scholarship standard.

The Examination was held on the 27th and 28th May, 1857, and was conducted by Professors Clint and Hand of the Presidency College.

It will be observed from the statistical return that the average daily attendance throughout the year has been 21.4 out of 28 or 76 per cent. This may perhaps be considered a small proportion, and it is as well here to mention with reference to the Monthly Abstract Register of attendance that the students' letters reporting themselves sick are not accepted as Medical Certificates.

Owing to the non-increase in the number of students, the total cost of each is pretty much the same as last year.

There is little to chronicle concerning the College during the last year, the political events of which and the economy in all Departments of the Government necessitated thereby, have caused me to withhold for the present any scheme for the further development of the College.

The studies have progressed under the same Professors as before and the Principal has continued the instruction in Civil Engineering.

During the cold weather, the greater part of the students proceeded to Raneegunge for the purpose of making a Topographical Survey of ground in the vicinity of that station. They were there from the middle of December till the end of January, and much good it did them in every way.

Being unable to obtain Tents, the College is indebted to Baboo Govind Prosad Pundit for the use of the Searsole School House as a residence for the students, while there, and I am desirous of placing on record, this expression of my thanks for the same. The expense of the trip, including travelling expenses there and back, servants, &c. was Rs. 519-14-9, which I have been and am now gradually recovering in my monthly contingent Bills, the maximum limit of which is, as you are aware, Rs. 100. It will be necessary in future to have a specific grant for this purpose regarding which I shall address you.

The routine of studies during the past year is annexed as is also my review of the examination which, though only just over, having as is explained therein, been deferred belong to the past year.

On the 12th August, 1857, the notification (copy attached) regarding officers of the army studying at the College was published in General Orders. The events of the past year have of course prevented any applications yet being made.

The library has received considerable augmentations during the past year. At present it consists of 12[illegible] works in 1621 volumes. The total sum expended up to the 30th April is Rs. 5,442-10-4, of which Rs. 4,352-10-6 are debitable to the original Grant of Rs. 5000 for the foundation of the Library leaving a balance of Rupees 647-5-6, still unexpended and Rs. 1,089-15-10 have been spent out of the Monthly allowance of Rs. 200 per mensem which commenced on the 1st May, 1857, and ceased on the 30th April, 1858, having been granted for one year only subject to a Report from the Principal as to the progress in the formation of the Library which will be made in another letter.

Annual Examination.

In consequence of the long period during which the students were employed at Raneegunge in Field Surveying, they requested that the Annual Examination should be deferred till after the long

vacation. Concurring in the reasonableness of this request, and conceiving that there would, in a certain manner, be a gain by acceding to it, inasmuch as the vacation would not, it might be supposed, be passed altogether in idleness, I recommended the arrangement, and the Director of Public Instruction was pleased to accede to it.

The Examinations were accordingly fixed to commence on the 1st June, by which the punctual attendance of the Students at the close of the vacation was secured.

I was desirous that the Students should not, on this occasion, be examined by the Professors under whom they have been studying. I therefore requested Mr. E. Lodge, Inspector of Schools, South Bengal, and Officiating Principal Presidency College, to conduct the Mathematical Examination. This by no means light task, (it involved the setting of ten different Papers of Questions and the Examination of 200 Papers of Answers,) he most kindly undertook, and I beg here to record my cordial thanks to him.

Papers were set in Arithmetic Algebra, Geometry, Mensuration, Plane and Analytical Trigonometry, Conic Sections, Mechanics, Differential and Integral Calculus, and the Examination progressed at the rate of two Papers of 2½ hours each per diem, from the 1st to the 5th June inclusive.

The whole of the Students were expected to enter for the first eight subjects; but the Calculus was confined to those more advanced, as evinced by the results of the Examination in April, 1857.

Four, however, who had studied the Differential, privately entered for the paper in that subject and obtained a few credits.

For the general opinion of the Examiner, I must refer to his Report attached to this, and the Analysis of the marks obtained.

On the *Arithmetic* paper—the Examiner remarks:—"This Paper is a very difficult one for the time allowed, and I consider those who have obtained 30 marks in it have done well. The first and second deserve great credit for clearness of head and style of writing." Only 8 out of 23 Students or 35 per cent. have obtained more than 30—or 3-10 marks. This is a very small proportion, and even with the excuse offered for them by Mr. Lodge, is too small. Arithmetic is a subject on which I lay great stress, and I am much disappointed at the result.

In *Algebra*, the Examiner observes:—"The marks will show that the great majority of the Students have done well." I find that only 57 per cent. have obtained more than $\frac{1}{4}$ marks. I cannot therefore express satisfaction with this result.

In *Geometry*, however, there is a better exhibition; 57 per cent. obtain more than one-half and 96 more than one-third marks, while the average mark obtained is 57 per cent. Still I cannot but experience regret that "in this Paper the majority of the Students failed with the deductions which are by no means difficult," though as the Examiner continues—"the book work they all knew." Every endeavour has been made to obviate this, but as yet I now see unsuccessfully.

In *Plane Trigonometry*, a subject the Students of this College ought to excel in, the result is, in my opinion, only tolerable; 57 per cent. obtain more than $\frac{1}{3}$, only 13 over $\frac{1}{2}$ marks. The Examiner remarks on the non-observance of the language in which the questions are set.

In *Mensuration*, the result is very fair; 65 per cent. obtain over $\frac{1}{3}$, though only 17 get more than $\frac{1}{2}$ marks. The average mark obtained is good—37 per cent.

In *Analytical Trigonometry* and *Conic Sections* the result is very fair.

In *Mechanics*, a subject of which above all others it is desirable that our Students should have a good knowledge, the result is decidedly bad, worse even than in the Arithmetic papers; only 39 per cent. obtain more than $\frac{1}{4}$ marks, while the average mark is 22 per cent. Mr. Lodge remarks,—"These Students, like all I have examined in Mechanics, have not done well; they make very poor attempts at the solution of a Statical Problem."

Taking the above subjects collectively, 12 per cent. have obtained over $\frac{1}{2}$ marks, 48 over $\frac{1}{3}$, and 74 over $\frac{1}{4}$; while the highest mark is 67 and the average 34 per cent. This is not so satisfactory as last year, but the fact of the Examiner being unconnected with the Institution has, I think, something to say to this; for every Professor has a peculiarity in his style which the Students are not slow to discover. The result this year may therefore be considered truer than that of last year.

In the *Differential Calculus*, the result is very good, particularly from the best Students. The general result is in this subject depreciated by the circumstance of 4 Students who had studied it *privately*, being allowed to take up the paper. The analysis accordingly shows, that while 44 per cent. obtained more than half marks, only 50 per cent. got over ⅓ marks. Mr. Lodge says,—"With the manner in which the best Students have answered this Paper, I am well satisfied particularly with the neatness and correctness of their working, but, ...do not understand the first principles of the subject."

The *Integral Calculus* was read more especially with reference to its application to Mechanics. Owing to a mistake, the Examiner was incorrectly informed of the precise course read, and the result is accordingly of little value in forming a judgment on the Students knowledge of the subject.

Taking the final results of the Mathematical Examination, I agree with Mr Lodge that the first eight on the list "have passed an exceedingly creditable Examination." The first gets 67 per cent. of the marks, the eighth 37, and the average mark of the whole is 33 per cent.; 13 per cent. of the total number examined obtain over half marks, 43 over ⅓ marks, and 74 over ¼ marks.

The results of this Examination tend to show that the non-development of the system proposed for the conduct of the Mathematical Studies has led to the Pass-Examination in the different subjects not being carried out, in all cases with sufficient strictness. In the attached list are enumerated the subjects to which the attention of the Students indicated should be again directed.

The system alluded to is this. Each Student on joining shall be set to revise, subject by subject, commencing with the lowest, and shall not be permitted to proceed to a higher subject until he shall have undergone a satisfactory Pass-Examination in that under study. It was hoped that this would encourage the studiously and diligently disposed to exert themselves to go ahead of their less industrious fellows; and as a rider to this, it was ordained that a Student shall only be entitled to enter for Examination in those subjects that he had studied in the College. Another object, in addition to the

competition that it was hoped would be excited, was to obviate the tendency universal amongst youths of all races and classes to make the *acquaintance* of an extensive course of subjects, instead of to acquire a *knowledge* of a few. The system has not, however, as yet borne fruit, from not having been, as I have lately ascertained, clearly comprehended. All the Students have kept together as regards the subjects studied, and the consequence is, that the objectionable system of Class routine, which I had hoped to crush, has been perpetuated. This will be rectified.

In *Civil Engineering*, the papers were, at the eleventh hour, set by me. I had requested Captain Maclagan, the Principal of the Thomason College, Roorkhee, to forward to me a set of questions, but they did not arrive. The Examination was held on the 9th, 10th, and 11th June, in Estimating, Construction, Materials, and Drainage,—4 papers.

In *Materials*, the result is very good: 45 per cent. obtained over one-half, and 91 over one-third marks—the average mark of the whole Class being 50 per cent.

In *Construction*, 45 obtained over one-third marks—the average mark being 23 per cent. I am not satisfied with this result, nor with that in *Estimating*, in which, though 77 per cent. obtained over one-fourth marks, only 23 got more than one-third. The average mark is, however, better, 30 per cent., but the maximum is the same in each case and low ——, 56 per cent.

A special paper was given on "Drainage"—and included general questions on the Calcutta Drainage Scheme, which the Students had been desired to read up. This was in imitation of the Roorkhee system, where a selection is made yearly of reports on important public works.

Independent of the professional knowledge gained, the practice is likely to lead to an improvement in their style of composition, and by impressing upon them that "brevity is the soul of wit," to teach them to seize the salient points of a subject. The result was fair, 50 per cent. obtaining over one-third marks—the average mark being 33, and the maximum 70 per cent.

In *Drawing*, the progress made is considerable. I do not refer to

the marks, as it is exceedingly difficult to affix an absolute value to a Drawing.

In *Civil Engineering*, generally, the result is fair, and shows a considerable improvement over last year. 14 per cent. obtained over half marks, 45 over one-third, and 86 over one-fourth. The maximum mark is 55 per cent., and the average 34.

In *Surveying*, two theoretical papers were set by me on the 7th June, the answering to which was, on the whole, fair. The replies to the afternoon and more advanced questions were better than to the more elementary ones of the morning paper—the ignorance shown of two or three questions of which, was not gratifying. The Topographical Drawing has not progressed favourably, but in this, and all kinds of Drawing the progress of our Students—nine-tenths of whom have arrived at the age of 20 years without having a brush or a pencil in their hands—must be slow. They have been practising pen-work besides Indian-ink shading, which may have militated against sufficient progress in either one of these styles; in future, they will be kept at the latter till they have acquired a fair proficiency. The general results in Surveying are good, 17 per cent. obtained over half marks, 75 over one third. The maximum mark is 59, and the average 38 per cent. The field-work was performed during the cold season at Raneegunge, and consisted of a Trigonometrical Survey of the station and its vicinity.

During the past Session, the Professor of Mathematics volunteered a course of lectures on *Heat*, and instruction to such as were willing to attend in *Photography*. A paper was therefore given in these subjects, but the latter being optional, was not valued. The result is very good; 39 per cent. obtaining over half marks, 78 over one-third, and the average mark being 47 per cent.

In *Landscape Drawing*, which has been and is being conducted by Captain Sherwill, in addition to his Survey duties, the progress made, though necessarily small, is still sufficient to give encouragement.

Reviewing the final results of the Examinations in all subjects collectively, it appears that 10 per cent. obtain more than half marks, 48 over one-third, and 86 over one-fourth. The highest mark is 61 per cent., the lowest 10, and the average 34. Twenty-one Students out of 28

were fully examined. The comparison of these results with those of last year is unfavorable; but the latter were unduly enhanced by the marks in Survey, which in one particular, were not absolute, and the result of the Mathematical Examination this year may, as I before stated, be regarded as truer than that of last year. The papers in Engineering, both this and last year, were set by me, and the result shows an improvement.

It is for others, after contrasting the results, the papers and the time allowed, to form an opinion as to the success that has hitherto attended the labours of those entrusted with the duty of imparting knowledge in this College. I observe that our results will not bear comparison with those of the Senior Scholarship Examinations. This may be owing to defects here; but, be this as it may, I shall be very much surprised and gratified if ever 70 per cent. of our Students obtain half marks in any single subject, said marks being strictly *absolute.*

A list of those to whom it is proposed to award prizes and Certificates of honorable mention is appended to the general Return showing the results.

(Signed) E. C. S. WILLIAMS, *Principal.*

CIVIL ENGINEERING COLLEGE,
Fort William, 26*th June*, 1858.

No. 403.

[MR. LODGE'S REPORT ABOVE REFERRED TO.]

Dated Calcutta 21st June, 1858.

SIR,—I have the honor to enclose the result of my Examination of the Students of your College in Mathematics, and as I give in detail the marks assigned and the marks obtained by each Student for every question, you will be better able to judge of how they have acquitted themselves, than by any more lengthy statement that I could make. On the whole your Pupils have passed a much better Examination than from report I had been led to expect, and knowing

as I did in several instances with what defective materials your Professor of Mathematics had to work, I am agreeably surprised with the result.

2. You have effected some improvement as regards neatness in writing out, though some of the Students, as Cally Prosuno Roy, for instance, have had their style formed before joining your College, and I am glad to remark that at this Examination, I have observed less of the objectionable native practice of placing a blot at those places where the writer is in doubt, trusting the Examiner will consider it accidental and put a favorable construction upon what has been rendered illegible.

3. Your Pupils, like most others, require telling that substituting questions of their own, similar to those proposed, is idle and profitless, and that appeals to the Examiner's kindness when they profess to discover the mistake, only causes him to form a still more unfavorable opinion of them. It is a common defect, and arises, I think, from mere vanity, that a Student rather than be observed by his companions to leave the Examination room when he has answered all he can, will remain the whole time writing nonsense or copying out the questions or making long statements to the Examiner. However, if any one will look at the questions proposed and bear in mind that but two hours and a half was the time allowed for each paper, I think he will be of the same opinion as myself, which is, that the first eight on the list, arranged according to merit, have passed an exceedingly creditable examination.

I have &c.,

(Signed) E. LODGE,

Inspector of Schools,

South Bengal.

CIVIL ENGINEERING COLLEGE, FORT WILLIAM.

Analysis of the Annual Examination of the 1*st year, held at the College in June* 1858.

Subjects of Examination.	No. of Students per Cent. who obtained more than 3/4 Marks.	1/2 Marks.	1/3 Marks.	1/4 Marks.	Proportionate Marks gained, per cent. Highest.	Lowest.	Mean.	Remarks.
Arithmetic,	0	9	26	43	61	6	28	
Algebra,	4	26	35	57	79	7	33	
Geometry,	4	57	96	100	76	30	54	
Plane Trigonometry,	0	13	57	61	67	8	34	
Mensuration,	4	17	65	74	75	0	37	
Analytical Trigonometry,	4	22	57	61	83	0	34	
Conic Sections,	9	13	43	65	85	0	33	
Mechanics,	0	9	17	39	54	4	22	
The above subjects collectively,	0	13	48	74	67	11	34	
Differential Calculus,	6	44	44	50	81	0	36	
Integral,	8	8	25	33	75	0	19	
Mathematics Generally,	0	13	43	74	67	11	33	23 Students fully examined.
Materials,	9	45	91	95	79	20	50	
Estimate,	0	9	23	77	56	6	30	
Construction,	0	9	45	64	56	10	23	
Drainage *(special paper)*,	0	18	50	63	70	7	33	
Drawing,	5	32	73	91	75	29	45	
Monthly Examinations,	0	0	9	27	40	0	17	
Civil Engineering generally,	0	14	45	86	55	10	31	22 Students fully examined.
Survey Theory,	0	8	29	63	56	4	29	
„ in the Field,	0	33	33	83	68	0	43	
Drawing,	0	29	79	92	72	0	44	
Survey generally,	0	17	75	83	59	14	38	24 Students fully examined.
Natural Philosophy,	9	39	78	87	87	12	47	23 Ditto ditto.
Landscape Drawing,	0	7	61	75	60	0	32	28 Ditto ditto.
Final Results from all subjects,	0	10	48	86	61	10	34	21 Ditto ditto.

* * *

I had hoped to have made good progress in the preparation of Professional Manuals and in the translation of existing ones during the past year. Five of the latter have been completed in Manuscript, but require a good revision; and one of the former, "The construction of scales and drawing," has been published. Another is in hand. The fact is, the whole of the time that I could in any way absorb from college duties, not very much from the circumstance of having to give instruction in Engineering, has been devoted to the Public Works Department, in the Secretariat of which I was in Government order, dated 7th August, 1857, appointed an Officiating Under-Secretary.

For the Public Works Department, the Examinations have as usual been held.

4 for the grade of Assistant Engineer.
3 " Sub-Engineer.
15 " Assistant Overseer,

and 8 certificates in all granted to successful candidates. As this has been clearly laid down as a duty of the Principals of the C. E. Colleges by the Government of India in the Public Works Department, I include this statement in my report. Though not very heavy, the duty is not precisely a sinecure, there being on the average about a dozen papers in each Examination.

CALCUTTA MUDRISSA.

ARABIC DEPARTMENT.

FROM THE REPORT OF THE PRINCIPAL, Lt. W. N. LEES.

In accordance with the orders of Government the Mudrissa building was vacated last September for the accommodation of European Troops, and the College was removed to No. 122, Bow Bazar Street, where it continued till the 30th of March last. The removal caused a diminution in the number of students, in consequence of the locality being far removed from the Mahomedan quarter of the town, and the parents of some of the young children being unwilling to send them so far. It likewise affected the attendance and progress of the students very materally.

The number of students, in the Arabic Department, has fallen off during the year. On the 30th of April last year it contained 101. This year there are but 69 on the rolls. The state of the country, doubtless, accounts for the state of the department.

The 69 students are divided into 5 classes :—

The first three classes, respectively, in charge of Moulvees Mahomed Wujeeh, Mahomed Illahadad, and Khadem Hosain, competed for scholarships and were not examined.

The 4th Class (Moulvee Abdal Hay's) was examined in Law and Literature by the Principal, and in Grammar and Logic by Moulvee Mahomed Wujeeh. Four students of the class passed a good, and one half, a fair examination. The students were allowed to compete for Junior scholarships. Of the remainder the examination of one-half was indifferent, and of the other bad. The students of this class require classification.

The 5th Class (Moulvee Abdal Huqq's) was examined in Literature and Grammar. There are seven students in the class, four of whom passed a very creditable examination, and the remainder did very fairly; the acquirements of the whole reflect credit on their teacher.

SANSCRIT COLLEGE.

FROM THE REPORT OF THE PRINCIPAL, PUNDIT ESWAR CHUNDER SURMA.

On the 30th April, 1858, the number of pupils on the roll of the College was 337. They were classified as follows.

Scholarship holders,	21
Vernacular Ditto,	7
Pay pupils,	144
Free pupils,	165
Total	337

* * * *

Four Students were candidates for passing the Entrance Examination, of whom two have passed.

Four examinations were held in the Senior and six in the Junior classes. The examinations were conducted by the Officers of the College, and the result was highly satisfactory.

* * * * *

HOOGHLY COLLEGE.

Arabic Department.

FROM THE REPORT OF THE PRINCIPAL, MR. R. THWAYTES, B. A.

The candidates for Senior and Junior Scholarships were examined simultaneously with those of the English Department. The students, not candidates for Scholarships, were examined by Captain Lees, Ex-officio Visitor of this Madrissa, whose report is subjoined.

"There are only four classes in the Arabic department, and of these the two first classes, and the greater portion of the third, were candidates for Scholarships. The remaining portion of the third class, which was for examination, was not present. The 4th Class therefore, was the only class I had an opportunity of examining.

"It is taught by Moulvee Faiaghat Ally and contains 7 Students. These boys had studied Grammar and the Noghatal Yaman. The latter book, in which I examined them, they read tolerably, and two of them Fazlal Rubb and Fazlal Rubman very fairly. Moulvee Mahomed Wujeh, examined this class in Grammar, and reports that the students passed a fair examination. Fazlal Rubb is the best boy in the class and may receive a prize.

"I regret to be obliged to report unfavourably of Moulvee Ramzan Ally the teacher of the 3rd Class. He had been informed of the day upon which I was to attend the College for the purpose of taking the examination, yet, when his class was called on, none of those who were to be examined were present. It was the Moulvee's business to see that his class was ready for the examiner, but he professed ignorance of where the Students were, or why they were not in attendance, although two of the absentees were living in his own house.

The truth of the matter is that there is a feud between the Moulvees of the College. The two Senior Moulvees object to the students of the 3rd Class competing at all for scholarship, and the Moulvee apparently not sa-

tisfied with the number of Students the Principal of the College had selected, wished to coerce him into admitting the whole class to become candidates.

"I reprimanded Moulvee Râmzan Ally and he acknowledged his fault, for which he expressed contrition, and I have no desire that further notice should be taken of the matter. I thought it, however, my duty to make this report."

At the commencement of the Session there were 50 pupils on the rolls and at the close there were 42, shewing a falling off of 8.

The amount of the tuition fees during the past Session is Rupees (110-8) that for the previous Session, Rupees (82-8) being an increase of Rupees 28. The payment system in this department has been in force now for two years; in June 1856 it was enacted that students admitted to the Institution, subsequently, should be required to pay a small tuition fee of 8 annas per mensem, while those already in the Institution were permitted to remain free of charges. During the past session ten students were admitted, two re-admitted; three free-students withdrew, fifteen free and three pay-students were struck off the rolls for long-continued absence without leave. From enquiries which have been made, it has been ascertained that few of the pupils of the Arabic Department belong to this district, they are principally natives of Jessore and Chittagong. Most of the first and second class students are lodged in the Imambarah, and the Moulvee of the third class complains that in order to keep up his class, he is obliged to contribute from his small salary towards the payment of his pupils' expenses. It is evident that the valuable scholarships attached to the Department are the only inducements to the students for attendance.

There are two in this class paying one rupee per month, one withdrew and four were struck off for irregular attendance and non-payment of fees. It has also been attended by boys from the English department, some of whom have made satisfactory progress.

COLLEGIATE SCHOOLS OR SCHOOLS ATTACHED TO COLLEGES.

HINDU SCHOOL.

FROM THE REPORT OF THE HEAD MASTER, MR. DAVID CARNDUFF.

I have few changes to notice in my report of the School for last session. The School continues to retain the confidence of the community and to maintain its former position. It suffered a little from having been removed from its own premises to less commodious and less central ones in Chitpore road, where it still is, but as other places are now available for the accommodation of troops, the School may shortly be expected to return to its own building. The numbers are a little less at the end of this than at that of the former Session, being now 490. I was forced to refuse admission to a very considerable number of applicants, from the rooms being too small for the numbers already in the classes.

The income has more than covered the expenditure, the entire receipts including fees and Scholarships have been Co.'s rupees 27,905 and the entire expenditure Company's Rupees 23,504-12-3.

The collection of fees has been made by the masters of the various classes and I have found the system to work easily and well. The masters have all cheerfully performed the additional labour of preparation of the bills and collection of fees. The second class deserves notice for the regularity and punctuality of their payments, not one boy's name having been struck off the roll during the Session for non-payment on the appointed day.

The discipline of the School has very materially improved during the Session—very few cases having occurred of boys requiring to be publicly noticed for irregularity, and a great increase of healthy rivalry has been observable among the various classes. The eighth class deserves particular notice for improvement in this respect. The seventh and ninth are the only classes in which there was any cause to find fault. I have paid considerable attention to the conduct of the boys towards their masters and to their manners in and about the School generally, and am convinced that the strictures of the Officiating Principal on this subject in the last report cannot now be applied to this institution. The system of giving tickets for good conduct and regular attendance introduced each year has done much to improve the regularity and order of the School.

The increase of power conferred on the masters by giving weight to their opinions of the boys in making promotions has also had a beneficial effect.

The first class was examined at the Entrance Examination of the University and 10 were passed, 12 of the unsuccessful candidates were afterwards admitted to the Presidency College, 3 were admitted to the Medical College and the rest have returned to the School.

The second and third classes were examined by Messrs. Grapel, Cowell, Sanders, Hand and Rees and Baboo Ramchunder Mitter and the remaining classes by Messrs. Cowper, Gregory and Hudson. Baboo Pearychurn Sircar and the Pundits of the Colootollah Branch School. The numerical results of the Examinations will be found in a tabulated Statement given below.

CLASS.	Average age of the boys.	Gained ½ marks and upwards may be considered good.	Gained from ⅓ to ½ marks may be considered fair.	Gained less than ⅓ marks may be considered to have failed.	Absent on the examination day.	Total on the Roll.	Remarks.
Second Class, ...	16½	14	19	0	0	33	
Third Class, ...	15	19	16	8	0	43	
Fourth Class, ...	14	31	8	0	5	59	
Fifth Class, ...	13½	23	9	1	0	33	
Sixth Class, ...	13	29	3	0	0	32	
Seventh Class, ...	12	25	5	3	3	36	
Eighth Class, ...	11½	34	2	6	2	44	
Ninth Class, ...	11	17	15	8	2	42	
Tenth Class, ...	10½	27	10	3	1	41	
Eleventh Class, ...	9½	26	2	0	1	29	
Twelfth Class, ...	8½	17	6	5	1	29	
Thirteenth Class, ...	7½	26	6	7	5	44	

The Pundits report that the various classes acquitted themselves satisfactorily in Bengali. The 6th and 7th classes were a little wanting in Spelling and the explanations of the whole a little defective. They are of opinion that the Pundits of the School have generally been attentive to their duties.

The changes in the course of study and the text books recommended in my last report were deferred till the committee for the improvement of Education should have issued their report. These changes have been mostly introduced into the course for the present Session, making it more uniform and better graduated to the different stage of advancement.

The number of classes has hitherto been thirteen, and as the rule for promotion was from class to class at the annual examination, thirteen years would be required for preparation for Entrance to the University. This period was evidently much too long, and boys were promoted over classes, thereby omitting several portions

of a regular course. To remedy this, I have reduced the number of classes to eleven and made arrangements for a still further reduction to nine, which seems about the proper number for such a School.

The uniform complaint made against the various classes is the want of independent thought both in master and boys, and too much rote teaching from the text books. To counteract this as far as practicable, I have caused a larger use to be made of the black board in all the classes, and some subjects to be taught orally in the younger classes instead of from text books as formerly. The introduction of a gallery with a system of lessons to two or three of the younger classes grouped together in it, would be of much service in developing the natural powers of the children. A set of lessons on boards on Natural History and familiar objects would be of great use. Those published for the Irish National Schools or those by the Scottish School might be recommended.

The conduct of the masters and Pundits generally has been satisfactory.

COLOOTOLLAH BRANCH SCHOOL.

FROM THE REPORT OF THE HEAD MASTER, BABOO PEARYCHURN SIRCAR.

The number of pupils at the beginning of the past Session had risen so high, that it was deemed expedient in October last to reduce it by raising the Schooling fees in the last 13 classes from 2 Rupees to 3 Rupees monthly, at which rate the three highest classes or what constituted the Senior Department had been paying for some years. The number, however, was not much lowered, leaving 509 at the end of the Session, against 571 of the previous Session; and all the withdrawals were not owing to the increased fees but several proceeded from other causes, among which may be mentioned, the superior advantages available in the Hindu School from its possessing a much larger number of Scholarships.

Three of the boys on the rolls were Christians and the rest Hindus.

All the boys paid from October last at the uniform rate of 3 Rupees, excepting 5 who were free, being stipend holders from Vernacular Schools in the Mofussil.

The Schooling fees realized during the past Session amounted to Company's Rupees 17,014 and the expences to Company's Rupees 14,030-13-9, leaving a surplus of Company's Rupees 2,983-2-3.

From the first class consisting of 24 boys, 6 passed with success the Junior Scholarship or University Entrance Examination and one of these was ranked in the first division in the list of successful candidates.

The second and third Classes were examined simultaneously with the corresponding classes of the Hindu School by Messrs. Grapel, Cowell, Jones, Hand, Sanders, Rees, and Baboo Ramchunder Mitter.

The last thirteen classes were examined by Messrs. Carnduff and Statham, Baboos Moheshchunder Banerjee, Eshwarchunder Saha and Mohinderlall Shome, and Pundits Petumbur Surma, Gourchurn Surma, Dwarkanath Roy, Prossunnocommar Goopto, and Gopalchunder Surma. Baboo Moheshchunder Banerjee and Mohinderlall Shome have made no remarks. All the other examiners speak highly of the zeal and assiduity of the teachers and pundits. The only failures noticed were those in the 7th class in English literature and grammar, and in the 6th class in Bengali, and the defect observed by Messrs. Carnduff and Statham in the classes examined by them, was the want of promptness on the part of the boys in thinking independently on what had been taught to them.

The following tabular statement will shew the results of the Examination in all the classes to have been highly satisfactory.

Class.	Average age of Boys.	No. of Boys on the Rolls.	No. of Boys remarkably good, having obtained $\frac{2}{3}$ of the marks upwards.	No. of Boys good, having marks between $\frac{1}{3}$ and $\frac{2}{3}$.	No. of Boys tolerable, having obtained marks between $\frac{1}{3}$ and $\frac{1}{5}$.	No. of Boys bad, having obtained marks below $\frac{1}{5}$.	No. of Boys absent.	Remarks.
2nd Class,	$16\frac{1}{2}$	31	0	11	13	4	3	
3rd ,,	$15\frac{3}{4}$	31	0	3	16	10	2	
4th ,,	$15\frac{1}{2}$	40	5	22	3	0	0	
5th ,,	$14\frac{3}{4}$	25	4	12	9	0	0	
6th ,,	14	34	1	14	15	4	0	
7th ,,	$13\frac{3}{4}$	29	5	7	14	3	0	
8th ,,	13	30	10	11	6	2	1	
9th ,,	$12\frac{3}{4}$	37	10	16	7	3	1	
10th ,,	$12\frac{1}{4}$	34	15	7	10	1	1	
11th ,,	12	30	12	9	7	1	1	
12th ,,	$11\frac{1}{2}$	35	12	13	9	1	0	
13th ,,	$10\frac{1}{2}$	30	20	6	3	0	1	
14th ,,	$9\frac{1}{2}$	31	18	10	3	0	C	
15th ,,	8	25	13	7	1	4	0	
16th .	$7\frac{1}{4}$	41	2	9	16	7	7	

Though the rate of Schooling fees is high, considering that this is *the School* for all castes and classes of society, the number of pupils is too large for the accommodation which the building affords. There is hardly any compound or play ground, and 13 classes, each consisting of upwards of 30 boys, are cooped up in one hall. This cannot fail to be injurious to the health of the boys, and interferes greatly with the due performance of the teacher's duties, much of their labour is lost in consequence of the great noise which cannot but arise in a place so very crowded, and where the classes are so close to one another that every word uttered in one might almost as well be addressed to the next two. The teachers from their seats can hardly hear all their boys, and in giving any explanation find it necessary to speak so loud that half an hour's exertion is perfectly exhausting and as a matter of course all attempts to introduce improved methods of teaching or to carry out any plan with success are rendered abortive. It is certainly very creditable to the teachers and pundits that with all these disadvantages they have maintained the high reputation which the School has all along enjoyed.

The Library consists of many choice works adapted to the purpose of reference and private study. But for want of accommodation they are locked up in book cases thrust in the openings of partition walls which ought to be kept open for the purpose of ventilation. A large house with a more spacious compound is much needed; and the amount accumulating for some years from the surplu. Schooling fees is an ample fund from which a suitable house might be built or purchased.

CALCUTTA MUDRISSA.

ANGLO-PERSIAN DEPARTMENT.

FROM THE REPORT OF THE PRINCIPAL, LIEUT. W. N. LEES,
HEAD MASTER, MR. J. K. ROGERS.

The Anglo-Persian Department was examined in the several branches of knowledge studied in English by Mr. Sanders who reports as follows:—

The following classes have been examined by me, viz. the 2nd Division of the 1st Class, and the 2nd, 3rd, 4th, 5th, 6th and 7th Classes, in all their studies, with the exception of the mathematical branches.

I regret to remark, in the higher classes, a falling off since last year. Of the 2nd division of the 1st Class much could not, indeed, be expected; but the boys would perhaps have done better, had they not been formed into a separate division by themselves, and thus been deprived of the benefit of collision with more vigorous minds of the same age. Their historical papers, with one tolerable exception, evince very little knowledge of facts, and the spelling is dreadful. In the 2nd class, I was the more disappointed, as I expressed very favorable hopes last year of the same boys, who then formed the 3rd Class. This year's 3rd class too by no means comes up to last year's. Both these classes deserve, however, some praise for their answers in History and in Geography.

The younger classes continue to afford satisfaction, though not all equally. The 4th, 5th, and especially the 7th acquitted themselves with credit. The 6th is somewhat backward.

Spelling and Parsing are still the points to which I would beg to direct particular attention. The bad habits which I remarked upon

last year, in connection with the former exercise, are no ways diminished.

Persian.

The examination of the Anglo-Persian department in Persian was taken by the Principal. The following are his remarks:

The students are classified in Persian according to their knowledge of English. This necessarily involves a diversity of acquirements, which in some instances requires the subdivision of classes. There are three teachers of Persian, viz.: Mirza Bozorg, Moonshees Gholam Hyder and Saeed Tuffuzzul Hossain, who have charge respectively of the several classes.

The 1st Class had read or were supposed to have read, during the year, the whole of the Makhzunool Asrar, and the 2nd Class 110 pp. of the Dewan of Hafiz and 80 pp. of the Anwaroossohaily.

The students of both these classes are extremely backward. Some of them could read tolerably, others read with great difficulty. None of them could construe accurately, while many not only could not construe, but did not know the meanings of the commonest words.

The books these students are reading are too difficult for boys of their little knowledge of the Persian Language; but this is by no means a valid plea for their failure, for Mahommadan boys of their age ought to be able to read any book in Persian Literature.

The students pleaded in defence of their ignorance, that their Master did not teach them to construe, and that they could not understand him as he was a Persian.

Mirza Bozorg is a gentleman for whom I have much respect. He was specially selected to fill this post in consideration of his being a Persian by birth and of his high attainments as a scholar. His pupils, it is clear, have come under his charge without any foundation. Yet (due allowance for peculiarity of circumstances being made) all masters are responsible for the state of their classes, and I regret much that I feel constrained to report very unfavorably of the progress of the two classes under the charge of the Head Persian Teacher.

The 3rd Class is divided into two divisions which contain respectively 4 and 5 students. They were examined in Yoosoof and Zolaikhah and Akhlaqi Mohsini, Ma Moquiman, and Dustnoossybyan. The Class is taught by Mawlawi Gholam Hyder, and the acquirements of his pupils bear testimony to his efficiency as a teacher. They read and translated with much readiness and accuracy, and showed a much greater knowledge of the Grammar and construction of the language, than is usually found in lads of their age. Sufioor Rahman, and Abd Allah Khan are the best boys in the Class.

The 8th or last class was also examined by me. It contains 25 students, and is taught by Moonshi Tafazzal Hosain. I was very much pleased with the performances of these boys. The most of them read remarkably well, for such little fellows, and all of them understood what they read, which children taught after the native fashion never do. The best boys in the class are Abdal Wahhab, Abdal Qadir, and Mahomed Khallel.

It is to be hoped, that the boys of this and the other Junior classes of the Anglo-Persian Department by the time they reach the higher classes, will have made progress in Persian proportionate at all events to that made in their English Studies. English Educationalists place little value on Oriental Studies, but let a Mahommedan boy's knowledge of English be what it may, if he is as ignorant of Persian as the Students of the 1st and 2nd Classes of the Anglo-Persian Department are, he cannot be looked up to or respected by his own class.

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COLLINGA SCHOOL, CALCUTTA.

FROM THE REPORT OF THE PRINCIPAL OF THE MUDRISSA, LIEUTENANT W. N. LEES, L.L.D.

HEAD MASTER—MR. M. GREGORY.

*   *   *   *

The number of the Students has considerably decreased. On the closing of the School for the Summer Vacation (April 15th) there were but 79 on the rolls. In justice to the staff of teachers, however, I must add that this diminution in the number of the Students is doubtless attributable to the orders which excluded Hindoos from the School, who still form the larger portion of the small number of scholars it contains, and not the inefficiency or inattention of the masters.

The examination of the School in English was taken by Mr. Rogers, Head Master of the Anglo-Persian Department of the Calcutta Mudrissa. His report is as follows:

"In conformity with your instructions, I examined the Collingah Branch School just before it closed for the long vacation.

"The School is divided into two* departments, namely, a Senior and a Junior. The former contains three classes and the latter four, and they number between them 79 Scholars.

"Hindoos still constitute the bulk of the students, to 48 of this caste there being only 30 Mahommedans and 1 native Christian. The 1st and 2nd Classes of the Senior Department are composed wholly of Hindoos, and the 3rd con-

		Boys
Sir Dept.	* 1st Class.	3
	2nd Class.	13
	3rd Class.	16
Jr. Dept.	1st Class.	11
	2nd Class.	10
	3rd Class.	12
	4th Class, 1st Section,	4
	4th Class, 2nd Section,	5
	4th Class, 3rd Section,	5
	Total	79

tains but one Mahommedan. In the 1st and 2nd Classes of the Junior Department also, Hindoos preponderate, but the 3rd Junior Class consists chiefly and the 4th entirely of Mussulmans.

"As the 1st Senior Class went up to the Entrance Examination it was not examined by me, but I examined all the others in the various branches of their study, with the exception of Bengalee.

"Some of the Students of the 2nd class read in an affected manner, and the pronunciation of a few others was defective, the majority, however, read pretty well. They explained satisfactorily the extracts from Prior which their text book in Poetry contains, but were not equally successful with those from Akenside and Pope. Such pieces as the 'Pleasures of the Imagination' and the 'Essay on Man' are not adapted for students of their standing, and ought not, I think, to have been included in their course of study. They spelt correctly viva voce, but misspelt many words in their written answers in History. Their knowledge of English Grammar is very limited, especially as regards Syntax: they do not express themselves idiomatically either in speaking or writing. In Roman History, five boys answered tolerably, but the rest indifferently. Nearly all failed in Geography, nor did they acquit themselves well in Arithmetic and Algebra. In Geometry, however they did better.

"The course of study pursued by the 3rd Senior Class, during the year, corresponds with that of the 2nd Class as respects subjects, differing from it merely in the text-books and the quantity read. The pronunciation of several boys in this class too is faulty. They read and explained Poetry better than Prose, owing perhaps to the partiality native students have for the former. The remarks I have made respecting the spelling of the 2nd Class apply equally to this. In Grammar and Geography, the students of this class passed a better examination than those of the 2nd. I set them a few questions in the History of England to which I requested them to furnish written answers in order to ascertain whether they could compose in English. Five boys have obtained half and upwards of the number of marks allotted to the subject; but the rest much below half. They appear to have had very little practice in composition, for their answers abound with errors in Grammar and in the use of capital letters. With one or two exceptions, they know little or nothing of Arithmetic and Algebra. Of their knowledge of Geometry, however, I am glad to be able to report more favorably."

The attendance of the scholars, during the year, has not been good. In the 3rd Senior Class, one Student was, during the Session absent 128 days, exclusive of such days as he was absent on leave or on ac-

count of sickness. Another was absent 84 days, a third 70 days, and so on. This is probably one of the causes that have affected the progress of the Scholars.

Pundit Ram Narayana Vidya Rutna of the College of Fort William examined in Bengalee and reports as follows.

"There were 75 students to be examined, of whom 3 were absent. They were divided into 8 Classes, but the 1st Class, the students thereof being candidates for Scholarships, was not examined.

"The 2nd Class consists of 13 Students. They read and construed passages from 'Kadambari' satisfactorily, and performed written exercises from Bengali into English and vice versâ pretty well. In their exercises from dictation there were very few mistakes.

"In the 3rd Class there are 15 students. They have read only the first two Chapters of Charoopatha. In this they passed a fair examination, and translated a few lines of English into Bengali tolerably.

"The 4th Class, which is composed of 4 students had read 25 pages of the Niti Bhodha. In this they read and explained passages well—and wrote some exercises without many mistakes.

"The 5th Class is divided into two divisions, containing respectively 7 and 3 students. The boys of the first division read and explained passages from the Charoopatha pretty well, but in writing Bengali they made some mistakes. The reading book of the 2nd division is the Bodhadaya, but of this the boys have read but a few pages.

"In the 6th Class there are three divisions containing respectively 9, 2, and 1 students. The boys of the first division have read a few pages of Munoramya Patha, the second Niti Bodha and in the third Vernaparichaya.

"The 7th Class is composed of 14 students divided into two divisions. The Students of the 1st Division have read the first 12 pages of Bodhaduya, and those of the second a few pages of the "Varnaparichaya" only. Two boys of this Division were absent.

"On the whole I consider the result of the examination satisfactory, and great credit is due to the Pundit, for having by his own unaided exertions effected so much."

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HOOGHLY COLLEGIATE SCHOOL.

FROM THE REPORT OF THE PRINCIPAL, MR. R. THWAYTES, B. A.

HEAD MASTER—MR. G. H. W. CONROY.

Tuition Fees.

The tuition fees realized from the Collegiate School from the 1st May, 1857 to the 30th of April, 1858, were Rupees 11,225, whereas the amount of fees collected during the preceding Session was 12,596. This falling off is attributable partly to arrears of schooling fees for April, 1856, which ought properly to have appeared in the returns of 1855-56, having been collected and included in those of 1856-57.

Number of Students.

There has also been a reduction in the number of pupils attending the Collegiate School. On the 1st of June, 1857, the number of students on the rolls was 418: it is now reduced to 363. A great many students of the higher classes of the Collegiate School left at the commencement of the Session, because they had not received promotion at the annual examination. It has since been discovered that four of these pupils from the 3rd class, gained admission to the 2nd class Hooghly Branch School under false names. During the past Session, greater strictness has been observed with regard to the admission of lads into the School, only such were admitted as have a fair chance of being qualified to obtain Junior Scholarships before attaining the maximum age for entrance into the University. It is very desirable that a check should be put to rapid and undeserved promotions, which generally end in disappointment, and have an exceedingly injurious effect on the minds of all students. The result of the last entrance examination will act as a very wholesome corrective of the laxity which has prevailed for some time. The easy test required during the three previous years, induced many a promising student to relax in his studies, while others of inferior capacity were satisfied that by

very little industry, they could attain sufficient knowledge to carry them honorably through the examination, which they took for granted would be similar to that of previous years.

ANNUAL EXAMINATION.

First Class.

This class consisted of 31 students of the average age of 17 years. Seventeen of these were examined in Calcutta for entrance into the University, of whom Romanauth Seal and Brojendro Coomar Seal were successful. The rest of the class were not considered sufficiently qualified to be recommended for the entrance examination.

The annual general examination of the 2nd, 3rd, and 4th classes of the Collegiate School was conducted by the Officiating Principal, the Head Master of the College and the Head Pundit of the College, and that of the 5th, 6th, and 7th classes by the Second Master of the Collegiate School, Head Master of the Branch School, First English Teacher of the Anglo-Persian Department and Head Pundit of the Branch School.

Second Class.
Section A, 22 boys.
Section B, 20 boys.
Average age, 16 years.

Mr. J. G. Beamland, Master,
Mr. A. Ure, Master.

The Officiating Principal who examined both Sections of the class in Mathematics and Geography reports:

"I regret that I am obliged to report very unfavorably on the result of the examination of Section A in Arithmetic, Algebra and Geometry. In their knowledge of these subjects, the students appear to have retrograded during the last year; this is the third year in which the examination of this class has been unsatisfactory. The meagre attainments of the students would place this Section much below the position it actually occupies, I would impress on the master the necessity for greater diligence in teaching the course of study appointed for his class, and recommend him to avoid wasting his time in explanations of subjects, which are quite beyond the comprehension of his pupils. Section B passed a tolerable examination, but there is room for improvement in the attention and diligence of the students, they have not made that progress in the last year which might have been expected. In Geography both these Sections failed. I do not think sufficient attention has been bestowed on this subject

by either masters or pupils generally, and I have noticed a tendency to the neglect of it, since it ceased to occupy an important place in the Junior Scholarship examination."

The Head Master who examined in Literature, reports:

"It is at all times an unpleasant duty to institute unfavourable comparisons, but the marked disparity in the progress of the two sections of this class calls for prominent remark. Section B acquitted themselves to my entire satisfaction in all the branches of study on which I examined them, oral reading and poetry alone excepted. The failure of the other section was so general that it would be difficult to select any one subject in which their idleness and ignorance were less conspicuous than in another. An exception, perhaps, might be made in favor of History, the answers to which of a very small minority of the students were a little above mediocrity."

The Head Pundit reported that the students of Section A passed a "good" examination, and those of Section B., "middling."

Third Class. Section A, 26 boys. Section B, 27 boys. Average age, 14 years.	Mr. G. H. Savigny, Master, Baboo Dwarkanauth Chuckerbutty, Master.

Mr. Thwaytes, the Examiner in Mathematics, reports:

"The two sections of this class passed a fair examination in Arithmetic, but I cannot commend very highly the industry and attention of the students during the past year. Geography is apparently a subject which has been least attended to in this class."

Mr. Conroy, who examined this class in Literature, remarks:

"About half the boys of these sections acquitted themselves with credit. The rest did not answer the expectations I had formed of their attainments from casual exminations held during the past Session. Their explanations of poetry were decidedly bad. On the whole, however, the result of the examination was not unfavourable. They passed a creditable examination in English and Grammar, I was pleased with the facility and, all circumstances considered, the grammatical accuracy of their answers to my historical questions, as well as with their proficiency generally and their deportment in the class. I have the more pleasure in recording these observations, because, having had repeated occasion during the past session to admonish them for insubordination and inattention, I find that my efforts to bring them to a proper sense of their duty and their position have not been made in vain."

"Gopaul Chunder Pál, of Section B. having been detected copying from a book, was debarred the privilege of undergoing the examination."

The examiner in Bengalee reports that the progress of the pupils of both these sections was "good."

Fourth Class. Sec. A. Sec B.

This class consists of 56 students, Section A. 27 and Section B. 29. Average age 13 years.

The Officiating Principal who examined the students of this class in Arithmetic and Geography, remarks:

"Both the sections of this class, especially Section A. passed a favourable examination. More than one-half of the boys in Section A. bear testimony to the careful instruction which their master has bestowed on them and will, I have no doubt, be well prepared for the Junior Scholarship examination, if they are as industrious, and have equally good training, during their career through the next two classes. In Geography this class displayed a very fair proficiency."

The Head Master reports:

Section A.

"These boys passed a very creditable examination in Literature, History and Grammar, I was much pleased with the general proficiency, as well as with the examination and spirit of emulation displayed on the occasion, indicating, as it did, skilful teaching on the one hand and aptitude and diligence on the other. In writing from Dictation no less than 7 boys acquitted themselves without a single error, although the part (new to them) selected for this test was of unusual difficulty, comprising several scientific and one or two obsolete expressions. I must not, however, omit to mention that their mode of reading poetry was little better than a burlesque. These ludicrous attempts at elocution are, in my opinion, to be attributed, to the injudicious practice of making mere beginners of English poetry read verse in the octo-syllabic measure, a system that is sure to engender, except under very skilful tuition, a sing-song intonation of voice, and which once acquired can rarely be eradicated.

Section B.

"I am not quite satisfied with the progress made by this section. Only a very small moiety of the lads are able to express themselves in anything approximating to intelligible English, albeit most of them, I believe, possess a passable notion of the books they have been reading during the past session, and could readily explain their purport, through the medium of the vernacular, if called upon to do so. In History the same difficulty is observable whenever a deviation from the text compels

them to hazard an original answer. They passed a very good examination in Grammar.

"The remarks on the subject of poetry, appended to my report on the state of the other section, are equally applicable to this."

The Head Pundit remarks that Section A. passed a "very good" examination in Bengalee, and Section B. "middling."

* * * * * *

Conduct of the Masters.

The European Masters with the exception of Mr. Beauland, 3rd Master of the Collegiate School, have performed their duties during the past session so as to give satisfaction, and perhaps this notice will induce that gentleman to be more circumspect and diligent in future. Of some of the Native Masters, there is much cause for complaint; the influence which they naturally possess over their pupils has frequently been exerted in a very objectionable manner, and it is impossible to obtain their assistance in the endeavour to infuse honorable feelings and principles among the students. A great evil arises from all the Masters being natives of this district, many of the students are relations of theirs, and it induces favouritism and a combination between Masters and pupils to resist the introduction of any new measure which may be repugnant to either of them. It is very desirable that such influence should be removed by an exchange of Masters with some other districts. The indifference shown by the Masters and pupils, generally, to the investigations made, regarding the Library defalcations, was suprising: in such a matter it might have been expected, that, for their own interest and reputation, they would have exerted themselves to give all possible assistance, and no doubt they could have given much, towards the detection of the culprit or culprits.

During the year under review, 291 volumes of valuable works were added to the Library, notwithstanding the great loss it sustained by the carelessness of the late Librarian, there are still on the shelves many useful works and under the superintendence of the present Librarian order has been restored. Exclusive of pamphlets and incomplete works, the total contents of the Library are now 3863 volumes.

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HOOGHLY MADRISSA.

FROM THE REPORT OF THE PRINCIPAL, MR. R. THWAYTES, B. A.

ANGLO-PERSIAN DEPARTMENT.

Tuition Fees.

The fees realized during the past session amount to Rupees 36. Those of the previous session were Rupees 12.

Number of Pupils on the Rolls.

Although the tuition fees show an increase of 24 Rupees, there has actually been a great falling off in the number of pupils on the rolls. At the commencement of the Session there were 67, and at the close 38. The tuition fee of one Rupee a month was introduced at the same time as that of the Arabic Department, the students then on the rolls not being subject to the payment of the fee, and it has been attended with similar results, viz. very few applications for admission. Only four students applied for admission during the last session, one who had previously been struck off for non-payment of fees and irregular attendance, was re-admitted after paying all arrears, and one was transferred from the Arabic Department. The names of two pay students were removed from the register for arrears of fees and absence without leave, and no fewer than 33 free-students were struck off on account of irregular attendance. A petition was received by the Offg. Principal signed by most of the respectable Mahomedans of the district, praying for the abolition of tuition fees in the Madrissa, on the plea that those who would resort to the College for education were too poor to pay the small fee demanded. On forwarding this petition to the Director of Public Instruction it was pointed out to him that the tuition fee had, in no way, been the cause of the falling off in the attendance of the Madressa, on the contrary the greatest irregularity of attendance prevailed among the free-

students. On these grounds he declined complying with the request. The students who attend the Anglo-Persian Department are generally of the class of manual labourers or small shop-keepers, to whom an English education can be of little or no use, and therefore they do not appreciate it. It appears either that there are few Mahomadan families in tolerably easy circumstances in this district, or the Mahomedans generally are indifferent about giving their children an English Education. The last conclusion is rendered probable by the fact that the sons of Moulvies in the Anglo-Persian Department are among the most negligent in their attendance. From the last two years' experience it is evident that a separate English Department for the Mahomedans is unnecessary, such as really wish to have instruction in English, might obtain it in the general English Department.

Annual examination in English.

This examination was conducted by the Officiating Principal and the Head Master.

The Officiating Principal who examined the pupils of this Department in Arithmetic and Geography reports:

"The first class of this Department consists of one boy, who was absent in consequence of sickness on the day of examination. The result of my examination of the other classes in Arithmetic and Geography places their attainments in these subjects much below those of the corresponding classes of the general Department, but considering the indifference of the Mahomedans generally to the acquirement of an English Education, I do not think the Masters have neglected their duties, as there is evidence of some progress having been made during the year, and no doubt their efforts would have been attended with better success had their pupils been of a different disposition. With regard to the apathy of the Mahomedans, where instruction in English is concerned, I may observe as a significant fact, that the sons of Moulvies are about the worst in the present list."

Mr. Conroy, the examiner in Literature, reports:

Second class, 5 boys, average age 15 years.

"This class read and explained very fairly, passages selected from Chambers' Biography. Their pronunciation was, I thought, unusually good for Mahomedans. As was

to be expected they broke down in Poetry. They know little or nothing of History. The system they adopt of acquiring a knowledge of this subject (by means of a catechism) is not, in my opinion, calculated to promote that end, or, at least, is not adapted to boys of their advanced age.

Third class, 7 boys, average age 13¼ years.

"One of these students passed a good, three indifferent, and the remaining two, a very bad examination. These two last young men, by name Tunzeel Ahmud and Elahee Buksh, are far too old for this or for any other class in the Department. Though avowedly only 16 and 17 years of age respectively, they look much older and are, I should say, as the phrase is, 'on the shady side of 25. Students of this age only retard the progress of a class without promoting their own; and should be rigidly excluded.

Fourth class, 9 boys, average age 11¾ years.

"This class passed a fair examination in Reading and Explanation, but did not succeed so well in Spelling. They pronounced easy words as well as, or, perhaps better than, most Mahomedan students of the same scholastic standing. In this class, as in the 3rd, there are several students much too old for it. The time wasted in attempting to master a foreign language, in which they have no chance of attaining a profitable proficiency, might be much better employed in gaining a competent knowledge of their own, or, at any rate in learning some useful trade. I have endeavoured to impress this on the minds of these adult pupils; with what success the coming Session will show.

Fifth class.
Section A, 6 boys average age 11¼
Section B, 10 boys do. 9¾

"The 1st Division of Section B passed a better examination than Section A. The whole class however, as far as I was able to judge, seemed to be progressing favourably, I should observe, in conclusion, that all the students of this Department make a practice of ignoring all idiomatic arrangement, and syntactical construction, in their vernacular version of English passages."

Annual Examination in Urdu.

Lieutenant Lees conducted the Examination with the assistance of the Head Moulvie of the Calcutta Madrussah:—He reported as follows:

"In the 1st class, however, there is but one student, and he read and translated indifferently. This student is too old to be allowed to remain any longer in the Institution,

"In the 2nd class there are five students. They read for me some of Yoosoof and Zolaikha, and the Akhlaqi Mohsaini. They appear to have been taught Persian on the old system. They read tolerably, but often without understanding what they read: their knowledge of grammar is very defective.

"The youngest boy in the class, Sir Firaz Ally is the best of the five. The teacher's name is not given in the return of the class submitted to me.

"The 3rd class is taught by Moonshee Nosir Al Din. It contains six students whose average age is about 14, but one student Allahi Bukhs though entered as 17, is about 20 years of age. The class had read some of the Rookal Alum'Giery and Bostan. The former book is a great deal too difficult for these boys. Not a boy in the class would understand it; some indeed read it with much difficulty. In the Bostan the class acquitted themselves a little better, but not as well as they ought to have done. Tanzeel Ahmed appears to be the best boy.

"The remainder of the classes were examined by Moulvee Mahomed Wajeeh who reports that upon the whole the acquirements of the students gave him satisfaction."

HOOGHLY BRANCH SCHOOL.

FROM THE REPORT OF THE PRINCIPAL MR. R. THWAYTES, B. A.

HEAD MASTER—BABOO KHETTERMOHUN CHATTERJEA.

*   *   *   *   *

Examinations, 1st class.
31 boys, average age, 17 years.

Eleven of the pupils of this class were examined in Calcutta for entrance into the University, two of whom were successful.

The annual general examination of this School was conducted by the officiating Principal, the Professor of English literature and the sixth master of the collegiate School, and the second pundit of the College.

Second class.
26 boys, average age, 15.

Baboo Chundernauth Moitry, master.

The Officiating Principal who examined this class in Arithmetic and Geography reports:

" Nearly one-half of this class passed a respectable examination in Arithmetic, the remainder appeared to have little knowledge of the subject, none had made much progress in Algebra and Geometry, and in Geography they were generally unsuccessful; but still in this subject they shewed more knowledge than the corresponding collegiate School class."

The Professor who examined the pupils in literature, reports:

" The examination of this class was commenced by requiring them to write from dictation the following passage, taken from the portion of No. 5, Prose Reader, which they had been taught.

" ' Both at Herculaneum and Pompeii, temples have been found, commemorating their having been rebuilt, after they were thrown

down by an earthquake. This earthquake happened in the reign of Nero, sixteen years before the inhumation of the cities. In Pompeii, one-fourth of which is now laid open to the day, both the public and private buildings bear testimony to the catastrophe. The walls are rent in many places, traversed by fissures still open.'

"Of the 22 boys examined, nine wrote the above without any important error. So far, it was satisfactory, but as the passage had been studied in the class, the errors ought to be exceptional. The class did not succeed well in reading. The average mark was 5 out of 10, but the larger number of the class were below the average.

"The following was the passage in poetry, which the boys were required to explain and parse, being, for that purpose, called into the room, one by one.

"'While hence they walk, the pilgrim's bosom wrought,
With all the travail of uncertain thought;
His partner's acts without their cause appear;
'Twas there a vice; and seemed a madness here;
Detesting that, and pitying this, he goes,
Lost and confounded with the various shows.'

"Nearly all the boys seemed to have a conception the meaning, but not more than two or three could express intelligibly or grammatically what they knew. The following were verbatim replies, for ''Twas there a vice.' The meaning given was 'he theft there.' 'His partner's acts, &c.' 'what his companion did, he cannot got the cause of it.' 'What his partner do, he cannot understood.'

"In history, the boys were required to write on their slates the answer to the following question.

"'Relate briefly the circumstances which led to the banishment of Coriolanus.'

"From the replies given, it might be inferred that the boys generally had some conception of the facts, but, with two or three exceptions, what was written, was utter nonsense; and for this, there can be no excuse, as the style of Pinnock's Rome is very simple, and they had the books to prepare from.

"The following were average specimens of the replies.

"'He was banished for a blame, that those corn, which have been brought from Scilly should not be distributed until the grievances of the Senate will remove.'

"'A famine had been broken at Rome and the men were in want of food, for which they could not throw the blame on any but themselves, and ascribed the avarice of the patricians.'

"'Having charged that he had embezzled the plunder of Antium, therefore he was condemned for the perpetual exile.'

"'He said that I will distribute when the Senate's sorrows were removed.'

"The above are medium specimens of the work of boys, who will be expected after a further nine months' instruction to go up for matriculation.

"A very small portion of the histories of Greece and Rome is gone through in the 2nd and 3rd classes of the Schools, consequently, students of late years, have entered the Colleges, with scarce any acquaintance with those histories, and they are therefore unable to comprehend the various allusions to them, in their course of literature.

"To remedy this deficiency, I would strongly recommend that No 5, Prose Reader be abolished in the 2nd and 3rd classes, for which its style is too abstruse and many of its subjects too difficult; Pinnock's Rome and Greece might be used for reading books as well as for History, and a reasonable quantity could be got through within the session.

"My reason for writing down specimens of the written replies, is that the attention of the teachers may be drawn to the deficiency, and to point out to them the necessity of exercising the students in writing intelligibly, otherwise the students will have no chance of even passing the threshold of the University."

Good..................	6
Middling,..............	10
Bad,..................	6
	22

The second pundit remarks that this class passed a "very good" examination in Bengalee.

Third class.
35 boys, average age 14.

Baboo Sreenauth Banerjee, master.

Mr. Thwaytes remarks, "I cannot report favourably on the general progress of this class. A few of the students did tolerably well, but the greater number failed completely. This deficiency may be attributable in some measure to the master of the class having been absent on sick leave during four months of the past session."

Mr. Graves remarks:

"I am sorry to be obliged to report most unfavourably of the result of the examination of this class.

"The subjects for examination were a chapter of Prose Reader No. 5, 41 pages of Poetry No. 3, and two chapters and part of a third chapter of Pinnock's Greece.

"As a test of their acquaintance with the poetry they had read, and also of their grammatical knowledge, the following not very difficult couplet was given to be parsed,

"'Waste sandy valleys, once perplexed with thorn,
"'The spiry fir and shapely box adorn.'

"The boys were called into the room one by one, and out of 31 examined, only 2 could say and that hesitatingly, which was the nominative and which the objective, but the majority could make no attempt whatever at parsing the couplet. Some would have *waste* to be a verb; others, that *valleys* was the nominative to *perplexed*, and many considered *once* to be a pronoun.

"With a view to ascertain their acquaintance with the few pages of history given up and also their capability of expressing intelligibly in writing what they knew, I required them to write on their slates and to give the answer to the question.

"'How did Solon divide the wealthy classes?'

"Only two boys could write a grammatical answer. Of the productions of the remainder the following were average specimens.

"'How did Solon divided wealthy cetizence?'

"'Those who income five hundred measure, as well as liquid and corn their placed in first rank.'

"'There that are three hundred, they will be second.'

"Many of the boys do not understand the simplest questions. I asked a boy, who had written *there* for *their*, what ought it to be? but he could not understand the question.

"In the prose work, the reading generally was but indifferent, and few had any conception of the meaning of the words; but I must observe that No. 5 Prose Reader abounds in words, which native students can scarce be expected to understand without knowing their roots; I mean, such derivatives as *inhumation, detractor, invective*, &c.

"The teacher of the class stated to me that he had been ill, the greater part of the year, and that he had no time for revision."

Good, ...	6
Middling, ...	9
Bad, ...	15
	30

Result of Bengalee examination "middling."

Baboo Gopaulchunder Chatterjee, Master.

Fourth class.
32 boys, average age 12.

The Professor reports:

"The subjects from which this class was examined were a portion of the Azimghur Reader, No. 1 Poetical Reader, and Pinnock's Catechism of English History.

"They were required to write from dictation ten lines from the Azimghur Reader. Generally speaking, that is a tolerably decisive test of the degree of acquaintance which the students have with the subjects, as well as of their knowledge of grammar and of the language. A fair proportion of this class wrote the portion given without any material errors. The following are specimens of the failures,—instead of 'the domestic government of Edward was even more worthy of admiration than his foreign victories,' we have 'was written of that *moracious* then modern victories.' Instead of 'England enjoyed more interior peace' we have, 'England enjoyed more *ingrager fish* (Sic)!'

"I notice that among the boys marked *bad*, one entered the class in June 1855, and during the last year he has been 78 days absent."

"In the parsing and explaining of No. 1 Poetry, and in the Catechism of History, three-fourths of the class passed fairly, the remaining fourth are worthless."

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DACCA COLLEGIATE SCHOOL.

FROM THE REPORT OF THE PRINCIPAL, MR. W. BRENNAND.

HEAD MASTER, MR. F. TYDD.

In the Collegiate School the greater number of the pupils of the first class were candidates for Junior Scholarships and for the University entrance examination, and five of them passed the examination successfully.

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BERHAMPORE COLLEGIATE SCHOOL.

FROM THE REPORT OF THE OFFICIATING PRINCIPAL MR. A. SMITH, M. A.

OFFICIATING HEAD MASTER,—MR. R. L. MARTIN, B. A.

Collegiate School Examination.

The Annual Examination of the Collegiate School commenced on 3rd April and was terminated on the 15th. It was conducted by the Officiating Principal, the Officiating Head and 2nd Masters, Pundit Sreesh Chunder Biddayrutna of the Moorshedabad circle, and the Senior Pundit of the College.

2nd Class, Collegiate School, twenty-three boys, average age 15½ years, instructed by Mr. Fox, examined by Mr. Smith, Mr. Martin, and Mr. Graves.

Mr. Smith says :—

"The Literature both in Prose and Poetry was of rather a higher stamp than usual, and so the number of those who acquitted themselves well was proportionably small.—4 boys in all exerted themselves successfully, the rest with moderate results only. The History appeared to have been studied with great diligence and corresponding success. One half the class obtaining above ⅔ of full marks."

Mr. Martin remarks :

"In Euclid 6 boys answered very well and 4 fairly, but the majority shewed a very slight acquaintance with the subject.

"In Arithmetic, more than half the boys obtained more than half the marks,—the marks of the remainder form regular gradation down to cypher.

"In Algebra, one boy answered excellently, four very well, and five others well, the remainder indifferently. The subjects of examination were the simple Rules, simple Equations, and Extraction of Square Root."

Mr. Graves says :—

"The result of the Examination both in Grammar and Geography afforded me great satisfaction.

"Their Bengalee was reported to be satisfactory, by Pundit Sreesh Chunder Biddayrutna who examined them."

3rd Class, Collegiate School, twenty-one boys, average age 15 years, instructed by Baboo Nielmoney Gangooli, examined by Mr. Smith, Mr. Martin and Mr. Graves.

Mr. Smith says :—

"The Prose Literature of 5 boys in this class was very good, of 2 more especially so,—the attainments of the rest very moderate.

"The History Examination was a highly creditable one, both to the master and his class,—12 out of 15 who were present gaining at least ⅔ of the marks."

"In Poetry 4 boys passed a very good, five a good, four a bad, and three a very bad Examination."

Mr. Martin says:

"The answering in Arithmetic was good, half the boys present obtaining more than half marks. In Algebra the answering was excellent, every boy with one exception obtaining $\frac{2}{3}$rds of the full number of marks and over. True it is that the amount learned was small, being only the simple rules and very simple Equations, but it is the first time that Algebra has been studied in this class at all, and the result of introducing it has turned out well."

Mr. Graves says:

"This class passed a remarkably good Examination both in Grammar and Geography. In the latter subject, 15 out of 19 boys gained more than $\frac{3}{4}$ of the full number of marks."

Pundit Shamachurn Chatterjea reports:

"This class passed a fair Examination, in reading, explanation, and translation: but they failed in Grammar and Dictation."

4th Class, Collegiate School, 20 boys, average age 14½ years, Baboo Sreenath Shen, Master, examined by Messrs. Smith, Martin and Graves.

Mr. Smith says:

"Half of this class answered moderately well in their Prose Reader. One boy only in a superior manner. From the difficulty the boys in this and the classes immediately below it, experience in understanding the questions addressed to them, I should fear it is too much the practice of the masters to make their explanations in Bengali.

"The History of these boys was very creditable to them particularly of the boy that excelled in the Prose Literature."

Mr. Martin says:

"Eight boys in this class answered *well*, but none answered *very well*. They were all in such a hurry that with one exception they all made mistakes in their work and that one exception was a very slow worker, 11 boys in the class misplaced the decimal point in dividing one decimal by another."

Mr. Graves says:

"I examined this class in Geography and Grammar. To shew how well up they were in the former subject, I need only mention that 9 out of 20 boys gained full marks. In Grammar too they did very fairly.

"Their Poetry was on the whole pretty fair,—I agree with the Principal in thinking that the masters of the Junior classes too frequently have recourse to the practice of making their explanations in Bengali, and of allowing their boys to answer in the same language. When a boy finds that his master is satisfied with an explanation in Bengali, he will naturally not take the trouble of trying to express himself in English. Hence it is, that when these boys come up to the higher classes, they find such difficulty in expressing *what they know*. To this defect may be attributed in a great measure the general failure (especially in Literature) at the last University Entrance Examination."

Pundit Shamachurn Chatterjea says:

"Their reading was good, explanation and translation fair, and dictation tolerable, and they were bad in Grammar."

* * * *

ZILLAH SCHOOLS.

FROM THE REPORTS OF THE LOCAL COMMITTEES FOR THE YEAR 1857-58.

BARRACKPORE SCHOOL.

SECRETARY—J. A. CRAWFORD, ESQUIRE.
HEAD MASTER—BABOO PEARYMOHUN MOOKERJEE.

* * * * * * *

The Schooling fees and fines collected during the year under review, i. e. from May 1857 to April 1858, amount to Co.'s Rs. 1196-2 which, on reference to the collections of the previous years, exhibits an increase of Rs. 128-7-6 in the finances of the School.*

The first Class Sections A and B. were examined by the Secretary, except as regards the Vernacular examination, which was conducted by the Deputy Inspector of Schools.

Section A. contains only 2 boys.

* * * * * *

Section B. contains 20 boys of whom 2 were sick and 18 came up for examination.

* * * *

I have not been satisfied with the arithmetic and geometry of a good many of the boys, but from what I could see I am inclined to attribute this more to the boys themselves than to any short-comings in their instructor, the Head master, who is very zealous and painstaking in the duties entrusted to him. I should like to see the handwriting of the boys

* The fee is 1 Rupee on all admission and re-admission to the School—Some boys still continue to pay the old fee of 8 as.

improved. There was not one among them who wrote what I should call good hand, at least if any of them can write well they did not give proof of it in their examination papers.

The Second Class was examined by me in Grammar and dictation, the result was on the whole satisfactory. The remainder of this Class as well as the lower Classes of the School were examined by the Deputy Inspector whose report speaks for itself.

The short-comings in the lower Classes noted by the Deputy Inspector are doubtless owing to the changes of Mastership which occurred in the past Session, in which respect this School has been peculiarly unfortunate.

The Head Master reports favourably of the zeal and co-operation of his subordinates, an opinion in which I am inclined to agree, from what I have seen of the mode of conducting the School.

* * * * * * *

I regret my other official duties have prevented my paying that attention to the School which is its due. I have been much struck with the want of proper accommodation for the pupils. The rooms are crowded to a degree which, in my opinion, impairs the efficiency of the School and affects the comfort of the Scholars. The school is in very good repute, and increased accommodation, whilst tending to the comfort of the pupils, would also allow of the admission of a number of lads to the benefit of education who are obliged to seek it now at a distance or else to forego its advantages in toto.

* * * *

JESSORE SCHOOL.

SECRETARY.—F. C. FOWLE, Esq.
HEAD MASTER.—MR. J. SMITH.

Donation.

Rany Kuttainy still continues to give her donation of Rs. 300 for the use of this school, at the disposal of the Local Committee.

* * * *

Annual Examination.

The examination commenced on the 30th of March and ended on the 15th of April.

First Class, Section B.

This Section, consisting of 11 boys, of the average age of 15, of whom one was absent, was examined in written questions set by Mr. Smith. The result upon the whole was fair.

Second Class.

This class, consisting of 22 boys of the average age of 14, of whom one was absent, was examined by Mr. Fowle, who remarks:—

"The boys of this class have passed a very creditable examination indeed, well repaying the labour which has evidently been bestowed on them by the Master, Baboo Mohesh Chunder Banerjea, who holds a teachership certificate of the fourth grade."

Third Class, Section A.

This Section, consisting of 25 boys of the average age of 14, of whom one was absent, was examined by Mr. Molony, who made the following remarks:

"This class has acquitted itself well and appears to have paid attention to their studies during this year, they do credit to the teaching of their master Babu Sarodaprosad Roy. The boys appear well placed in their class according to their merits."

Third Class, Section B.

This Section, consisting of 35 boys of the average age of 12, was examined by Mr. Seton-Karr in Literature and in Geography and by Mr. Smith in Arithmetic:

Mr. Seton-Karr remarks:

"I examined the 3rd class, Section B on the 31st of March. In reading Prose and Poetry and in giving explanations thereof they did well, especially some of the head boys whom I caused to read and construe several pieces of Poetry, what they had not done before in the class-room. Their ability to construe off-hand shewed that they had been well grounded in a knowledge of English. In Geography the class did fairly, though many of them had but a vague knowledge of what it concerned them most to know, i. e. the Geography of India. In History the class had read but little, and the lower boys had adopted the pernicious practice of committing that little to memory without really understanding it. On asking them any question they gave a rapid answer in the very words of the book, when a second question showed that they had little more knowledge of the extent of their first answer, than a parrot might have had. But this was confined to the lowest boys, who, with two exceptions, were not well grounded in any thing, at the head of the class, however, there are six or eight very promising youths."

Mr. Smith remarks:

"In arithmetic they passed a middling examination."

* * *

The Reports of the examination in the Vernacular are generally favourable.

BARASET SCHOOL.

SECRETARY AND HEAD MASTER.—BABOO NOBIN CHUNDER DASS.

FROM THE REPORT OF THE SECRETARY AND HEAD MASTER.

The Local Committee has met regularly once every month so long as there was a Committee; for about half the year, the native members who were all officers in Government employ, having been transferred to other districts, before their successors could be appointed members, there was only the Joint-Magistrate, in consultation with whom all matters requiring the decision of the Local Committee have been disposed of. Since March last a new Committee has been formed. It is desirable that, for this station, where scarcely a single member can be chosen from among the inhabitants, the Moonsiff and the sub-assistant Surgeon should be made ex-officio Members of the Local Committee, like the Joint-Magistrate. A Deputy Magistrate has recently been added to the station, who ought also to be a member in like manner. The members who were on the Committee at the time have conducted the annual Examinations from the 14th to the 21st April according to the following arrangements.

The Hon'ble A. Eden took the History, Grammar, Literature and Geography of the 2nd class, and Reading of all the classes.

Baboo Hurogobindo Bose.—Explanation, Dictation and Handwriting of all the classes below the 2nd.

Baboo Koylash Chunder Chatterjea.—Mathematics of all the classes and History of 3rd and 4th classes.

Baboo Joygopal Mookerjea.—Grammar, and Geography of 3rd, 4th, and 5th classes and Translations of 2nd, 3rd, and 4th classes.

Baboo Kallykincur Chowdhury.—Bengali of all classes. The Instructive Establishment has received an accession to its strength by the appointment of a Pundit on a salary of Rs. 20 per mensem. The present Pundit is an active and experienced officer.

The number of boys on the rolls shows a falling off to the extent of 21 from that of the last year, but the fees and fines realized exhibit an increase of Rs. 85-10-9. The latter circumstance goes a great way to prove that the former did not arise from any diminution of the estimation in which the School is held by the people. In corroboration of this statement I beg to add that since the beginning of the present month, there have been more admissions than were wanting to make up the deficiency.

Scholarship Examination.

Of the 10 candidates selected from the 1st class only Ramdass Chuckerbutty has been passed and rewarded with the Presidency College Exhibition of 10 Rs. a month. In the last year 8 students had passed the Entrance and 6 of them, the Scholarship examination. To account for the unfavorable result of the year, under report, I have to bring to your notice that the standard of examination adopted for this year was more difficult than that of the other year. And that the candidates had to meet with a change of Masters only a short time before the ordeal.

* * * *

Examinations and Teachers.

The results of the examinations show that the 5th class has done the best and the 3rd class worst in the whole School. In the preceding year, the 3rd and the 4th classes stood lowest and the 5th Class highest. The 5th Master's efficiency has been more than once brought to notice, still to omit to repeat here the Committee's wishes for his promotion would be perhaps unjust. For the last 3½ months he was entrusted with the charge of the 2nd class, and I feel bound to declare that he managed it much more satisfactorily than the 3rd Master did on former occasions of the 2nd Master's absence.

* * * * *

Agricultural Class.

The boys read Chambers' Vegetable Physiology, which has been made a part of the Scholarship course, and cultivated separate pieces of ground as in the last year. Three of them have been deemed deserving of prizes, to be given out of the proceeds of the sale of produce.

It has been proposed to invite sons of the agricultural people, say 10 in number, by pecuniary inducements, to work in the garden with the Malees, and to receive lessons in the elements of the Bengali language, so as to be able to read easy books on Agriculture in that language. The Pundit of the School is willing to give the necessary instruction at his leisure hours, on receiving a small remuneration. Owing to various circumstances the proposition has not been carried into effect. The expenses requisite for this purpose can be paid out of the surplus funds of the garden.

Garden.

The following presents of seeds have been received from the Agricultural and Horticultural Society of Calcutta; seeds of trees and shrubs 64 sorts. Cape vegetable seeds 32 sorts, and cereals of sorts, and seeds of field crops 16 sorts. The seeds of trees and shrubs having been received in June, I had the pleasure of personally watching their progress, through the various stages of growth, and am happy to find, at this moment, that most of those young plants which were transplanted under my own direction, have attained to full vigour. The vegetable seeds and some of the cereals, I could see sown, but of their subsequent developement I know nothing, having been, at that time, transferred from Baraset; but I have been told and feel pretty certain that the vegetables grew tolerably well, but that the cereals did not germinate even.

* * * *

Boarding House.

The average number of boarders during the year has been 4.34; the rate of boarding fee has been increased from Rs. 2 to 2-8, including lodging, but still the establishment did not pay itself.

* * * *

The Committee think it their duty to append a note, testifying to their entire approval of the manner in which Baboo Nobin Chunder Dass, the Head Master of the School has performed his duties. He was absent for a short time on deputation to the Hindoo College; during his absence the number of pupils decreased considerably, and on his return, immediately increased beyond the usual standard: it may therefore be assumed that he has gained the confidence of the public as thoroughly as he has gained that of the Committee.

PUBNA SCHOOL.

SECRETARY.—BABOO DWARKANATH BANERJEA.
HEAD MASTER.—BABOO GOURNARAIN ROY.

Strength of the School.

The numerical strength of the School at present is the same as it was at the close of last year, the fresh admissions made this Session being barely sufficient to meet the decrease caused by withdrawals, and dismissals, on account of arrears of Schooling Fees.

Attendance

The average daily attendance during the past Session has not been quite so satisfactory as in former Sessions. This is no doubt attributable chiefly to the prevalence of sickness at the station, and in its neighbourhood. It may be as well to mention that a few instances of absence without leave occurred during the period. In most of these the parties were subjected to pay fine on rejoining the School. Considering the importance of the subject it is desirable that a set of rules, *meeting the different circumstances of such cases of absence*, be sanctioned by the higher authorities for the guidance of the Local Committee. At present they observe one of their own framing, using discretion in remitting the fine, where it would be felt a real hardship.

Fees and fines.

The amount of Schooling fees and fines realized during this year is Rs. 1,212-4. A large amount of arrears of fees was due from the boys on the 30th April last, the greater part of which, it is hoped, will be recovered before long.

General Examination.

The Annual Examination of the School commenced on the 16th April last, and was conducted by the gentlemen named in the margin.*

* Mr. C. F. Harvey,
Dr. W. Collis,
Baboo Dwarkanath Banerjee,
Baboo Gowrnarain Roy,
Baboo Umbicachurn Mozoomdar.

Baboo Dwarkanath Banerjee reports :

"The 2nd and 3rd classes were examined by me in History, Grammar, and Bengali, and I have much pleasure in testifying to the very creditable manner in which the majority of the pupils acquitted themselves. Their answers showed that they had made considerable progress in the subjects in which they were examined, so far as they had read. In short the result of the examination convinced me that both the Masters had taken care to teach, and the boys had taken pains to learn. I must, however, observe that the Bengalee examination was not so satisfactory as the English one. The written exercises of the 2nd class boys showed they had acquired nothing like facility in translation; and the verbal answers of the 3rd class boys betrayed ignorance in spelling, and analysis of compound words. I would also remark, with reference to the English examination, that though some of the boys knew right answers to the questions put by me, yet they could not very intelligibly express them. It is therefore desirable that the attention of both the classes be directed more in future to speaking and writing English."

Mr. Harvey remarks :—

"The boys read and understand English pretty well. In Geography they are backward."

Second Class.

This class numbers ten pupils, of whom eight were present during the examination. It is under the tuition of Baboo Umbica Churn Mozoomdar, Second Master.

The Examiner in Mathematics, Dr Colles remarks :—

"On the 16th April, 1858 I examined the Second Class at the Pubna School in Euclid, Algebra, and Arithmetic, and was much pleased by the proficiency of the greater number of the Students. The student whose answering was superior to his competitors was named Nobin Chunder Chuckerbutty."

Mr. Harvey, who examined this class in Literature and Geography observes :—

"The boys have got up their Literature tolerably well; they did not read so much like a parrot as they did last year. I cannot say the same for their Geography. It seems to have been neglected."

* * * *

First Class.

None of the pupils of this class were sent up this year for examin-

ation in the Junior Scholarship papers; they were debarred by the rules circulated in February 1856.

* * * *

The Committee have every reason to believe that the School under their charge is held in high estimation among those for whose benifit it is instituted. There is evidently an increasing desire in the native community for learning the English language.

The Committee are also glad to be able to state that they have been satisfied throughout the Session under review with the conduct of the masters, as well as of the Students of the School. They have much pleasure in recording below their opinion of the several teachers.

Masters.

The Head Master is an experienced and able teacher. He not only discharges his own duties very satisfactorily, but assists the Committee in their meetings, and the Secretary in the performance of the current duties of his office.

The 2nd Master is an intelligent young man, and promises to be a very efficient teacher. He is kind to his boys, and spares no pains to teach them.

The 3rd and 4th Masters, though they hold no teachership certificate, are experienced teachers. They bring up their boys well in every examination, and are therefore quite qualified for the posts they hold. The 4th master besides doing his own duties gives clerical assistance to the Secretary in copying letters, &c.

The 5th Master holds a teachership certificate, and is by all means qualified to take charge of a higher class than he teaches. He appears to be industrious and attentive to his duties.

BURRISAUL SCHOOL.

SECRETARY.—F. B. KEMP, ESQ.

OFFICIATING HEAD MASTER.—BABOO GOPAL CHUNDER DUTT.

* * *

The number of pupils on the rolls on the 30th April last was 225, which shews a decrease by twenty from the corresponding number of the preceding year. From the Statistical Return of the Quarter ending 31st July of the past official year it appears that there were 254 bonâ fide pay-pupils on the rolls. The decline may perhaps be owing to the state of alarm into which this and the surrounding districts were thrown from the diffusion of reports regarding the progress of the Sepoy mutiny four months ago. Hence many did not return to the School when it re-opened after the Dussorah Vacation. Many of these, however, presented themselves for re-admission during the last and the preceding months—their applications were rejected as the session was far advanced.

There have been fifty-three new admissions during the year. In the year preceding, the number was sixty-three. The attendance, however, was more satisfactory than that of the past year. The average number on the rolls in the preceding year was 241.16, and their average attendance was 171.48 or seventy-one per cent. The average number on the rolls in the year under review was 225.5 and their average attendance 172.57 or nearly 76 per cent.

Of the number on the rolls, 210 were Hindoos, 13 Mahomedans, and 2 Christians. Last year the number of Mahomedans was 23. An enquiry was recently made to ascertain the occupation of the parents and guardians of the lads attending the Burrisaul School, from which were elicited the following facts :—

Sons and Wards of		Zemindars and Talookdars, ...	55
Ditto	ditto	Merchants,............................	2
Ditto	ditto	Pleaders and Mooktears, ...	75
Ditto	ditto	Amlahs, ...	75
Ditto	ditto	Private Individuals and others, ...	18
			225

With a view to encourage the cultivation of the Vernacular, Government was pleased to sanction the promotion of the most meritorious pupils of the Vernacular Schools with stipends of 4 Rs. a month tenable for three and four years according to merit and standing of the Scholars.

* * * * *

The School Library has received a pretty large accession of standard works on English Literature and Physical Science, the former comprehending works on Philology and the art of teaching. This addition of works of general utility will, in a great measure, obviate the difficulty which stood in the way of setting prizes for the encouragement of General Reading so strongly recommended by the School Improvement Committee and suggested for adoption by the Director of Public Instruction. The only pressing deficiency worthy of notice under which the Library now labours is the want of a sufficient stock of Vernacular works, but this the Committee hope to supply by procuring, during the current year, a sufficient number of approved works in the Vernacular now available.

The proposition regarding the throwing open of the School Library to the Public with certain restrictions, the Committee hope to take into consideration at its earliest convenience. The difficulty arising from the paucity of books has been considerably removed, and more may be done by way of addition to the stock of books, but there are two considerations which should never be lost sight of, namely, whether the Public will so far avail themselves of the offer as to cover the expense of entertaining a Librarian which this measure necessarily involves, and, secondly, how far the School Library ought with justice to compete with the Public Library, an Institution wholly independent of Government support.

* * * *

The Annual Examination was conducted by the members of the Local Committee in the Departments noted opposite their names.

Mr. Kemp, Civil and Sessions Judge.—Literature of all the classes, including Grammar, Dictation, &c. except the first.

Mr. Dalrymple, Collector.—Geography of all the first five classes, except the 3rd, and History of the First and Second.

Mr. Alexander, Magistrate.—Mathematics.

Mr. Bell, Assistant to Magistrate and Collector.—First Class in Poetry, Grammar and Animal Physiology, and the 3rd and 4th classes in History and Geography.

Pundit Sreenath Biddyabagish, P. S. Ameen.—Vernacular.

The First or the highest class consists of 22 lads in two divisions of 8 and 14 boys respectively. * * * * Considering the difficulty and disadvantage the boys laboured under, the result cannot be called unsatisfactory.

*

Mr. Bell, the examiner in Poetry, Grammar and Animal Physiology remarks of the Second Division of the First Class:—

"In reviewing the manner in which the boys passed their Examination, I must confess that I was greatly disappointed. In conversation their English was sadly deficient in fluency and Grammar and some of my questions, which were delivered in the plainest language, they were scarcely able to understand. Surely a degree of conversational readiness ought to be looked for in boys who are competent to understand the allusions in Cowper's Poetry, to study Philology in Trench and to comprehend the Latinized English of Zoology.

"I was struck too with the apparent absence of all originality in the boys. I seldom obtained a satisfactory answer when I deviated from the text of the Book. They seem to read without reflection. I must, however, do them the justice to say that they were well acquainted with every thing contained in the text of their book. Their power of memory was surprising. They repeated long passages of difficult words without the slightest effort. In summing up my remarks upon the Class I ought to say that they showed both industry and application, but they trusted too much to books, too little to themselves." Mr. Dalrymple remarks of the same class "that they did poorly in History and no better in Geography." Of the other classes, the latter Examiner remarks that he was on the whole pleased with the proficiency evinced by them.

Mr. Kemp, the examiner in Literature remarks of the 2nd class that he was well satisfied. The result was creditable to the master and pupils.

* * * *

Mr. Alexander, the Examiner in Mathematics reports thus of all the classes:—

"First Class second Division.—" They were good in Geometry but in Arithmetic and Algebra, with the exception of three, they were very indifferent.

"Second Class:—The result of the Examination of this class does very great credit both to students and Master. The latter has evidently taken great pains in teaching the students of this class."

* * * *

The Examination in vernacular was conducted with greater strictness than in any preceding year. All the Classes were examined in Reading, Explanation, Grammar, and Dictation. The following is a brief abstract of the Examiner's Report:—

"From the marks awarded to the first four classes examined by me, it must be acknowledged that they have acquitted themselves admirably. What appeared to me most satisfactory was the manner in which they all answered the questions put to them in Grammar especially in *Sundhy*. No doubt they will derive much benefit if carried through the other parts in the same manner.

"This result is evidently owing to the exertions of the Pundit lately appointed, who appears to be a painstaking teacher. The last four classes are taught in Bengali by their respective teachers of English. Their attainments must be pronounced fair, more especially when it is considered how much labour is entailed upon a master who has to impart instruction in both English and Bengallee. The appointment of a Pundit for the lower classes would assuredly be a great advantage inasmuch as it will then secure systematic instruction from the beginning."

* * * *

At a meeting of the residents of Burrisaul held in the School-house on the occasion of the distribution of prizes to the students in February last, a sum of Rs. 146 was subscribed for the purpose of being distributed as prizes, for especial proficiency in any one particular branch of study, as in the subjoined statement.

Names of subscribers.	*Amt. of Rs.*	*Subjects.*
F. B. Kemp, Esq.	16	Eng. Essay.
H. A. R. Alexander, Esq.	16	Map-drawing.
Rev. J. C. Page, ...	5	Arithmetic.
F. H. Hughes, Esq.	5	Geography.
Moonshee Mahomed Ahsim, ...	10	Eng. Literature.
Baboo Bissessur Dass, ...	10	Ditto.
„ Kassissur Dass, ...	10	Ditto.
Mouluvy Tufful Ahmed, ...	10	Proficiency in Beng. Gram.
Pundit Sreenath Biddabagish, ...	8	Beng. Essay.
Baboo Kalachand Chatterjee, ...	8	1st Translation Prize.
„ Nobin Chunder Roy, ...	8	2nd Ditto ditto.
„ Shuroop Chunder Gooho,......	8	3rd Ditto ditto.
„ Govind Chunder Gooho, ...	8	2nd Prize in Beng. Gram.
„ Juggut Chunder Chuckerbutty,	10	Eng. Conversation.
„ Diggambur Biswas, ...	5	History.
„ Shama Churn Bose, ...	5	General Knowledge.
„ Moulavee Muttuhurally, ...	4	Arithmetic, 2nd Prize.
	146	

These prizes will be competed for after the subscriptions have been realized.

The measures for the improvement of the Schools recommended by the Committee whose report was published last August have received the Local Committee's best attention. No changes could be introduced at that late period of the Session when the Report in question was received. The practice of holding periodical Examinations noticed in the Report alluded to was in force and so also that of taking "marks." But the former was not done at fixed intervals nor any records kept of the results. It is proposed to introduce during this Session, the practice of holding Examinations at the end of every month and to keep a register of the results.

With regard to measures involving improved methods of teaching such as are implied by the preparation of "Analyses and Abstracts," the Head Master will take steps for their being practically carried into effect as soon after the commencement of the next Academic Ses-

sion as possible. It would be necessary, however, to trouble you with references regarding certain practical difficulties which will form the subject of a separate communication.

* * * *

The Committee regret to bring to your notice that there has been much irregularity in the attendance of the subordinate masters during the past year. It gives them much pleasure, however, to state that there was no instance of wilful or unnecessary absence. In other respects the conduct of the masters has given satisfaction. The Committee would particularly notice Baboo Bhoobun Mohun Raha with whose efficiency and excellent method of teaching they have been much pleased. Baboo Bhugovan Chunder Sen the 3rd Master has passed the Pleadership Examination and has obtained a diploma.

With respect to the financial result, it will appear from the accompanying abstract account-current that the total expenditure of the School for the past year was Rs. 4,172-0-10, out of which Rs. 2,929-8-0 was realized from independent sources. The sum actually drawn therefore from the general Revenues was Rs. 1,242-8-10, or at an average Rs. 103 8-8 a month. This result evinces an appreciation on the part of the native community of the value of an English Education, and indicates that the School is popular.

COMILLAH SCHOOL

SECRETARY.—DR. N. GRANT.
HEAD MASTER.—MR. H. G. LEICESTER.

* * * * *

The following is a brief sketch of the General Examination of the several Classes.

First Class. This Class consisting of 14 boys, seven of whom competed for Scholarships, the rest (all present) were examined by H. C. Metcalfe, Esq. who expressed himself much gratified with the result.

Second Class. This Class consisting of 25 boys (all present) was examined by Dr. N. J. Grant who states his perfect satisfaction with the result, and considers the Master Baboo Omurto Lal Gooptp entitled to great credit for the same.

The Bengali Examination was conducted by Baboo Dwarkanath Roy, who expressed his satisfaction with the result.

* * * *

The conduct of the Masters, as far as I know, has been generally good.

NOAKHOLLY SCHOOL.

SECRETARY.—H. M. DAVIES, ESQ.
HEAD MASTER.—MR. J. D'SOUZA.

The Noakholly School, by which name the Government School is designated, opened on the 26th of November, 1853, when the names of fifty pupils were at once enrolled. Several of these were brought

up in a private seminary established by the late Mr. Jones, and which may be considered as the nucleus of the present Government institution. Since then about twenty more have been admitted at different times making up the number to seventy,—a number which, notwithstanding fresh accessions of pupils every year, has remained nearly stationary from others leaving school.

The number on the rolls on the 30th of April, 1857, amounted to 69. This year there were on that date 62; shewing a decrease of 7. They were distributed as follows, viz.:

Christians,	4
Hindus,	50
Mahomedans,	8
	62

Among the causes of the falling off above shewn may be enumerated the voluntary withdrawal of two or three, who laboured under continual illness for months; while of the remainder some were struck off the rolls on account of long-protracted absence without leave from the School authorities; others for resistance to the payment of schooling fees. Several new admissions, indeed, were made during the period under review; but these were only sufficient to fill up the places of those that had left. The Local Committee have already in their last report explained the reason of the paucity in the numbers attending the institution, and therefore abstain from any further remarks on this head.

* * * *

The amount of Schooling Fees, &c. realized during the year, and remitted to the Local Treasury, was Company's Rupees 762, being Company's Rupees 61 in excess of that for the previous year. No demand has been made as yet for an increase to the rate of schooling fees; but the former one of a rupee per head monthly continues to be levied. The Local Committee also feel happy in being able to report a decrease in the expenditure of the School during the period under review. The actual charges incurred in 1856-57 amounted to Company's Rupees 3,776-12-2; those in 1857-58 to Company's Rupees 3,683-11-3. This saving, it is due to justice to state, has been effected

by the endeavours of the Head Master to confine the expenses, as much as is practicable, within the limits of the income; and it has been happily effected without detriment to the institution. No conveniences have been withheld. On the contrary several articles have been added to the furniture of the School, including a compound Microscope costing 40 Rupees.

Several valuable additions have also been made to the Library, embracing publications in various departments of knowledge by the most eminent writers of the age. The total number of works now amount to 204.

A classified catalogue, arranged under the above heads, and in Alphabetical order, has been compiled by the Head Master in accordance with the instructions of the Inspector of Schools, and which is appended to this Report.

* * * * *

Sun-Dial.

There being no good clock in the station, it was found difficult to ascertain the time of day with precision. This has been in some measure obviated by the construction of a Sun-dial by the Inspector of Schools on his visit to Noakholly. In consequence, however, of the present school premises not being the property of Government, it was deemed advisable to erect it on a conspicuous spot before the Magistrate's Cutcherry.

Mr. Woodrow also delivered a lecture on Astronomy, which was illustrated by means of an excellent pair of Carpenter and Westley's Dissolving View Lanterns. Besides the pupils of the School, it was attended by several of the intelligent native residents, who seemed to listen with great interest. If popular lectures on the Natural Sciences, which, under certain restrictions, would be open to all, were to be delivered about once a week, through the medium of either the Bengali or Urdu, aided by suitable experiments, much might be effected towards diffusing sound useful information among the bulk of the people, who are now debarred from it in consequence of their ignorance of English. A knowledge of natural phenomena, and of the laws which govern them, is what would be readily appreciated; it is something they are in absolute want of. Literature, the humanizing influence of which

must not of course be overlooked, is what they possess already to a certain extent.

* * * *

The General Examination for the purpose of ascertaining the progress made by the several classes, and determining the award of prizes to those of the pupils who afforded the greatest satisfaction by the diligence, assiduity and good conduct they manifested during the year, commenced on the 22nd of February, and continued for a week. Mr. Simson, the Senior Member, being occupied with other duties which were deemed of higher importance, and more imperatively demanded his attention, the examination was conducted by Mr. Falcon, the Assistant to the Magistrate, and myself, with the assistance of the Head Master. The following are the results:

First Class. This Class had been studying the subjects laid down by the Calcutta University for the Entrance Examination in Arts, and, as mentioned before, had proceeded to Dacca with a view to undergo the test.

Second Class: This class comprizes two Sections. The First Section, consisting of eight boys, all of whom were present at the Examination, was taught by the Head Master in English History and the Introduction to the Sciences; in all the other subjects they were instructed by the Second Master, Baboo Gooroo Churn Doss. The Second Section consisted of fourteen boys, one of whom was absent from the examination on account of sickness. It was under the entire care of Baboo Gooroo Churn Doss, except during his absence on leave in consequence of ill-health, when it was taught for about a month and a half by the Third Master.

The Examination in Mathematics was kindly undertaken by Mr. Falcon, whose report is here subjoined:

"The Second Class, Section A., do not seem quite to enter into the spirit of Geometry: they have, several of them, worked at it, and learnt the Propositions by rote, but with the exception of one boy, who gained the highest marks, and was certainly very well up in the work, they were all entirely confounded if the subject matter happen-

ed to be expressed in different words from those of Euclid, or if they were required to prove a part of the Proposition, instead of the whole. The Arithmetic was very different; there they were, nearly all of them, very much at home, and worked out the sums very quickly, and generally correctly.

"The Arithmetic of Section B., was, as far as they went, exceedingly good: most of the boys, and among them the youngest in the class, did their work with a speed and precision that was surprising; and the upper half of the class certainly deserve approval and encouragement for their success in this branch of their studies.

"The behaviour, as far as I could see, was throughout very good."

In all the other subjects they were examined by myself and Mr. DeSouza. The results were as follows:

Section A.

"In Poetry nearly all the boys read correctly and fluently; but with the exception of David Andrews, Peary Mohun Sen and Shama Churn Sen, were rather deficient in the power of expressing themselves properly when questioned on the meaning of passages which occurred in the course of their reading. In Geography, History, and the Introduction to the Sciences they acquitted themselves creditably. Their hand-writing was fair.

Section B.

"The reading of this Section in both Prose and Poetry was, with but few exceptions, good. Their knowledge of the principles of Grammar was also tolerably correct, though it must be confessed that their dictation exercises were not wholly free from errors of Spelling. In Geography and History they appeared to be well taught. The hand-writing in several instances was very neat."

* * * *

The Committee regret that there was no Examination in Bengali this year, in consequence of no one being found in the Station that would undertake the task. Of the two Native Gentlemen who were kind enough to examine the classes last year, Baboos Kristna Prosaud Sarma and Jussodcoomar Pyne, the one had died, and the other was absent on a visit to Calcutta. The Inspector of Schools, however, during his stay here, examined the Second Class in Bengali, and

appeared to be satisfied with their acquirements in this branch of their studies.

Mr. Woodrow's system of marks as given at page 88 of the Appendix to the Report of the Committee for the Improvement of Schools had been introduced in the course of the year and found to work well. It was intimated to the boys that these marks would be reckoned as of equal value with those gained at the Annual Examination; great importance is attached to them in consequence; and already a healthy emulation seems to have been excited among the pupils in the different classes.

* * * *

Among the donations may be mentioned the offer by Baboo Grish Chunder Dutt (an ex-student of the Dacca College, and now employed in the Collector's Office,) of five Rupees, which he has placed at the disposal of the Committee for the purchase of books to be awarded as Prizes to two of the best pupils of the Third Class. Baboo Juggodish Chunder Chowdry of the Department of Public Works has also presented to the School a horizontal Sun-Dial constructed by himself.

During the month of February a proposition was submitted to the Inspector of Schools by several Mahomedan gentlemen through Mr. Simson, to introduce into the Establishment of the School a Persian or Oordoo Teacher whose salary they were willing to pay. In reply the Committee were informed that His Honor the Lieut.-Governor had engaged to give his favorable attention to the plan when it should come before him in due form. The Committee were further requested to ascertain to what extent the applicants were willing to contribute. An inquiry is now being made, and as soon as the results are obtained, they shall be duly reported upon.

FURREEDPORE SCHOOL.

OFFICIATING SECRETARY.—J. R. MUSPRATT, ESQ.
HEAD MASTER.—MR. L. F. LEFEUVRE.

The Committee met eight times for transacting public business during the year ending 30th, April, 1858.

The subscription book was circulated as usual by the Head Master, the following sums were thankfully received for Prizes :—

R. B. Chapman, Esq. C. S. .... Rs.	10
J. R. Muspratt, Esq. C. S.	10
C. J. Philippe, Esq., indigo planter, Pubna, a special prize, ...	16
Dr. R. N. Bose, M. D.	5
P. R. Moss, Esq.	4
Moulvee Nuzceroodeen, ...	4
Moulvee Abdool Jubber, ...	2
Baboo Anund Chunder Bose, ...	1
Total Co.'s Rs.	52

The Masters continue by their punctuality and devotedness to their respective arduous duties to give much satisfaction, and the Committee have much pleasure in again making very favorable mention of them.

The conduct of the students has been in general good and satisfactory.

Much interest is apparently taken by the majority of the boys in the manly sport of Cricket which was introduced about the beginning of the last cold weather by the Head Master, who himself joined in it. Mr. R. B. Chapman and Mr. E. Lowis of the Civil Service, when in the station, were so highly pleased with the boys for the great interest they took in the sport, that they would themselves take a part in it, and when leaving the District, were kind enough to give a donation of 10 Rupees each for the purpose of purchasing other bats and balls.

The Head Master is engaged in laying out a large garden in front of the School house, and convicts will be allowed in the rains to help the jungle down.

The School continues to be held in great estimation by the people of the district, particularly by the Hindoo community.

* * * *

Seven out of the eight Students of whom the First Class consisted presented themselves at the University Entrance Examination. Two of the seven have passed the test successfully, and are therefore entitled to Scholarships, which they have asked to be made tenable at the Dacca College.

The General Annual Examination commenced this year on the 24th March, some 3 weeks earlier than in other years, with a view to enable the boys, especially of the First Class to enter their new course of studies early, so as to allow them to have a full year's instruction before they go up to the next Examination of the University.

The Examinations were conducted by the Members of the Local Committee and the Head Master, who distributed the subjects amongst themselves in the following order:

J. R. Muspratt, Esq.—History and Geography.

Dr. B. N. Bose.—Zoology and Grammar of the 2nd and 3rd classes.

Head Master.—Literature of all the classes except the Sixth; and Grammar and Writing of the 4th and 5th Classes.

Moulvee Nuzeeroodeen.—Examined the Sixth class in all English subjects.

Baboo Rasbehary Bose.—Mathematics; and Vernacular of the 2nd and 3rd Classes.

Baboo Anund Chunder Bose.—Vernacular of the 4th and 5th Classes.

Baboo Goluck Chunder Roy.—Vernacular of the 6th Class.

No separate remark was sent by the Examiners along with the marks awarded to the boys in each subject; the following tabular statement will, however, show that the Examination has been on the whole very satisfactory and the Committee have every reason to believe the School is in a flourishing state.

CHITTAGONG SCHOOL.

SECRETARY.—DR. W. B. BEATSON.

HEAD MASTER.—BABOO GOPAL CHUNDER BANERJEE.

The Local Committee held twelve usual Monthly Meetings for the despatch of general business and one special Meeting during the past session.

The School was visited by the several members of the Committee in the usual manner.

* * * *

The total number of boys on the rolls at the end of the session was 157 against 183 of the preceding year. There is therefore a falling off of 26 in the number of boys. It is proper to observe in this place that this decrease, together with a consequent reduction in the amount of Schooling fees, and an increase of the cost of educating each boy, is solely to be attributed to the establishment of the Meerhyah School in the immediate neighbourhood of the Government School; for the former has not only reduced the number of admissions in, but has also taken away boys from the latter. Thus it has in time verified the anticipations of Mr. Woodrow as expressed in his letter No. 599, dated 3rd July, 1856, to the Director of Public Instruction with regard to the Meerhyah School. In a place like Chittagong where the spread of education is yet far less than that in many other districts, a small difference of fee is much in the eyes of even those who are in affluent circumstances. The finances of the School will therefore never rise to their former state, unless some measures be adopted to ensure regular and sufficient admissions into the Government School. The attendance of boys has not at all been satisfactory.

To ensure regularity of attendance the Local Committee, with the approbation of the Director of Public Instruction, have introduced a system of fines at the rate of 1 anna per diem from January last. This system has to some extent improved the attendance.

* *

Besides liberal prizes to the boys offered by the members of the Local Committee and other private individuals, great encouragement is given to Education by Mr. Bamber, who invariably gives preference to the educated persons in disposing of appointments under him.

* * * * * *

The Annual Examination.

The Annual Examination of the School was conducted in the same way as in last year by the members who distributed the subjects amongst themselves in the following order.

March 23rd, Bengali.—Baboos Nobin Kristo Paulit, Obhoy Chunder Dass, and Upoorbokristo Goopto.

24th, Geography, Copy-writing, and Map-drawing.—H. J. Bamber, Esq.

25th, Mathematics.—T. P. Larkins, Esq.

26th, History.—A. Abercrombie, Esq.

27th, Grammar.—E. F. Radcliffe, Esq.

29th, Introduction to Sciences and Lessons on objects.—W. B. Beatson, Esq.

30th, Literature and Composition.—G. C. Fletcher, Esq.

The remarks of the several examiners are quoted below.

1st Class Average Age 16.83.

The 1st Class taught by the Head Master consisted of 6 pupils, five of whom were candidates for the University Entrance Examination. One of them was successful and he proceeded to join the Presidency College with a Junior Scholarship.

Four boys of the 1st Class were examined in English Composition by Mr. Fletcher. His remarks follow. "The compositions of the boys who have competed this year for the prize and especially that of Robert Penheiro exhibit a marked improvement upon the performances of the last year."

2nd Class Average Age 16¾.

This class consisted of 14 pupils of whom two were absent on account of sickness. Teacher, Baboo Eshwar Chunder Bose.

"*Literature.*—The performances of seven out of twelve boys in this class, who have been examined are creditable to themselves and their instructor.

"*Grammar.*—I am disappointed with the result of the examination of this class, only 3 have exceeded 30 marks. Tara Churn Sein has main-

tained his position, but I do not think any of the boys worthy of prizes. More attention should be paid to the boys' writing.

"*Mathematics.*—The boys in this class have done very well on the whole, but I would recommend the Master to be a little more particular in their manner of expressing themselves grammatically.

"*Geography.*—The boys of this class were examined by written questions from Butler's Geography and not from the one used in the school; this will partly account for the boys not having answered so well as those of the 2nd class last year.

"*History.*—Four boys have answered well, some of the others not even tolerably. They should have some regular practice in answering questions in writing and they would then acquire facility in answering the questions correctly without putting in a long story that has nothing to do with the questions. In one of the questions, a mistake was left in a name, but it attracted no attention; some of the boys gave an answer, while the majority shirked it, but not one asked any explanation of it.

"*Introduction to the Sciences.*—The greater number of these boys shewed by their written answers to the questions put, that they had a very confused idea of the subjects. There were also many grave mistakes in grammar and spelling in those papers.

"*Translation.*—In composition this class has not passed so well as it could be expected. Translation from Bengalee to English is generally good, but the same from English to Bengalee is bad. Not a single boy has been able to comprehend the following part of a sentence: 'Far from being unavoidable.'

"*Bengali (taught by the Pundit).*—The boys acquitted themselves well; in Grammar especially there has been a great improvement during the year and this speaks much in favor of the Pundit. The performances of the boys in spelling and pronunciation are still bad."

* * * *

General Remarks.—The examiner in Grammar makes the following remarks in his letter to the Secretary.

"Having entered my remarks on the performance of each class on the list of names of the examiners, it is unnecessary for me to dwell upon the result of each examination; suffice it to remark that the 6th class obtained the highest and the 2nd and 4th classes the lowest number of marks.

"It is my duty to report that no attention is paid to the instruction of most of the classes in the meaning of that which is taught. The boys are

able to repeat from their class-books word for word, but entirely fail to render its meaning into English or the vernacular.

"The Orthography of the 2nd and 3rd classes, is very defective, the spelling is generally bad and the hand writing of some of the boys almost illegible. No pains seems to be taken by the masters on these important points. The Head Master's attention should be drawn to these facts.

"In the 2nd class no boy has obtained more than 34 marks out of 50."

* * * *

A statement of good, middling and bad boys in each classes.

Classes.	Good.	Middling.	Bad.	Absent.	Total.
1st Class, ...	2	3	1	0	6
2nd Class, ...	5	7	0	2	14
3rd Class, ...	6	9	0	4	19
4th Class.	7	5	3	7	22
5th Class, ...	8	10	0	3	21
6th Class, ...	8	9	7	1	25
7th Class, ...	11	5	0	0	16
8th Class, ...	25	5	2	2	34
Total, ...	72	53	13	19	157

From the preceding tabular statement it will appear that out of 138 boys, who passed the examination, 72 are good, 53 are middling and only 13 are bad.

In that statement holders of one half or more of the full number of marks, are considered good, of one-third or less than half middling, and of less than one third, bad.

Now, when more than half of the boys are good and only $\frac{1}{10}$ bad, and these last mostly those who have been absent for nearly one-third of the year, the general result of the examination, considering the irregularity of attendance which prevails in the School, is highly satisfactory. It is also to be observed, that there are no bad boys in the 2nd, 3rd, 5th and 7th Classes, the masters of those classes, it appears therefore, have taken great pains for their respective classes, and consequently deserve this particular mention. Of the 13 bad boys, the 6th class has supplied the greatest number, viz. 7; but it is fair to

remark that this result is not so much to be attributed to any carelessness or other fault in the Master, as to the dulness of the material upon which he had to work. The last Master Baboo Oma Churn Dass deserves great credit, as his class has produced one-third of the total number of good boys.

Prize

Baboo Nobin Kristo Paulit, who examined the 4th, 5th and 6th classes in Bengali, has offered a prize of 5 Rs. to Amjad Ally of the 5th class with whose answers he was highly satisfied.

* * * *

The conduct of boys has, with but one exception, generally been satisfactory.

The conduct of the Head Master has been perfectly satisfactory.

The Head Master expresses his general approbation of the conduct of his assistants, though he is sorry to state that he at times feels a difficulty in carrying out thoroughly his plans of instruction. He hopes, however, that the effects of the old system will gradually disappear from the higher classes, as they have done to a great extent from the lower, to which his attention was more devoted.

The Head and the Second Masters have been very regular in attendance.

Pundit.

The Pundit has been since his arrival entrusted with the Bengali teaching of the first five classes. He manages his duties tolerably well.

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RUSSAPUGLAH SCHOOL.

FROM THE REPORT OF THE HEAD MASTER, MR. W. SCOTT.

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The behaviour and social intercourse of the Sahibzadah Boarders, to and one with another, and their comrades of the Hindoo persuasion, have been marked by kindness, civility and decorum; many of their singular prejudices and superstitious beliefs which they originally brought with them from their homes have pretty nearly disappeared, and vain and absurd notions of their own dignity are giving way to that proper sense of themselves, and that graceful humbleness of deportment towards others which a right education engenders.

* * * *

From the 1st class of six pupils, four were candidates for Junior Scholarships; one fell ill and could not appear before the University Board of Examiners, and of the three who competed not the best, but he who possessed some boldness and most confidence, proved successful. He has since expressed his desire to hold his Scholarship at the Presidency College.

* * * *

Mr. W. Hudson, Prince Golam Mahamed, Prince Jullalooddeen and Baboo Ramchunder Mitter.

The Annual general Examination of the School commenced on the 14th April under the conduct of the gentlemen whose names I have given in the margin in the order of the English, Persian and Bengallee Departments which they respectively examined.

The two remaining pupils of the 1st class who were not considered qualified enough to stand as candidates for Scholarships, not presenting themselves at the School for examination, have forfeited their claims to the usual Prizes. Mr. Hudson, Training Master of the

Calcutta Madrissa who examined the rest of the classes reports as follows:—

2nd Class. "I was much pleased with the answers in all the subjects of several boys in this class especially the Mahommedans who seemed to have a spirit quite foreign to their general character. I can only attribute this to the admission of Hindoo students into their classes serving as a stimulant to their otherwise dormant powers. I think the text book (Reader No 5) too difficult for this class. I would also recommend that more written exercises be given to the boys, as I could scarcely read some of their papers on History and Geography; seven out of eleven boys having gained above half, two more and one less than a third of the aggregate of 500 marks, the examination of the class is satisfactory."

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Remarks by Captain Delane, Officiating Supt. of the School.

I have the honor to observe that, notwithstanding the short time I have been in charge of the Mysore Family, my recent visits to the Institution enable me to testify with great pleasure to the satisfactory and praiseworthy conduct of the Masters and Sahibzadah Boarders, and to the flourishing condition of the School in general.

AKYAB AND RAMREE SCHOOLS.

REPORT OF MAJOR G. VERNER, OFFICIATING COMMISSIONER OF ARRACAN.

The Educational Establishments of this Province, having by letter No. 495, dated 26th February last, to the address of the Director of Public Instruction, a copy of which was forwarded to me by Memorandum No. 496, of the same date, from your Office, been placed directly under me, I have the honor of submitting, for the information of the Hon'ble the Lieutenant-Governor of Bengal, a report on the Government Schools of Arracan for the past year.

2. There are but two Government Schools in the Province; one at Akyab, established in March, 1846, and one in the District of Ramree, at Kyouk Phyoo, established in 1838.

3. I have visited both the schools during the past year, and though, unfortunately, I could not be present at the public examinations, still on my visits I held brief examinations, particularly of the upper classes. The boys are not generally very far advanced; some three or four in each school can read pretty well, and write correctly from dictation, the spelling being really very correct. In the Akyab School, in arithmetic two or three boys were quick in working out sums given them, more so than in the Ramree School, but in neither school did any of the boys appear to know much of Geography. The boys do not remain long enough at school to enable them to obtain a thorough knowledge of the English language, for as soon as they are able to read and write sufficiently well to enable them to work as Clerks, they leave school and get employment and high salaries, without difficulty, from the Merchants of Akyab, who are only too glad to obtain their services.

4. The Akyab School has been labouring under very great disadvantage during the last two or three years; for some time, there was no

Head Master, and the present one, Mr. Fell, after he joined in 1856, not knowing any thing of the Mug or Burman language, was of course unable to make himself understood to the scholars, and they therefore have not made the progress they ought, and Captain Faithful, after the annual examination, reports by letter No. 22, dated the 16th July last, a copy of which is annexed, that the state of the school is unsatisfactory, little progress having been made by the pupils, and which he attributes to Mr. Fell's want of knowledge of the Vernacular, but as Mr. Fell has already obtained some knowledge of the language of this country, and can make himself understood, I trust that by next year I shall be able to make a much more favorable report than I can at present. Mr. Fell is not wanting, and I believe he pays every attention to his duties; and he expresses himself satisfied with the Teachers under him. The attendance of the boys at school is regular, they are anxious to learn, and are well behaved, and as recommended by the Principal Assistant Commissioner, book prizes were distributed to the value of Rupees 84 to the most deserving. The prizes were given by me on the 8th instant, and will I hope tend to encourage the boys towards exerting themselves. No prizes have been given for three years, and the distribution appeared to give great satisfaction.

5. With regard to the Ramree School at Kyouk Phyoo, the annual examination was to have taken place in April last, when I would have been present, but the Head Master, Mr. DaCosta was unwell, and it did not take place till the 27th May. Captain Ripley, Principal Assistant Commissioner, held the examination, and reports by letter No. 59, dated the 18th June, 1858, a copy of which is annexed, not very favourably, of the progress made by the boys, they not generally understanding simple questions put to them in English. To the most deserving he distributed money prizes to the extent of Rupees 57, but in my opinion book prizes are preferable.

6. In the 10th paragraph, Captain Ripley proposes that the 2nd Vernacular Teacher, whose pay is 15 Rupees per mensem, should be abolished, and that Rupees 10 should be added to the pay of the 3rd Master; better I think that the whole Rupees 15 should be added to the present 3rd Master's pay,* which is only Rupees 10 per mensem,

* This proposal has been sanctioned by the Govt. on the 14th October, 1858.

and thereby make h' · Rupees 25 and worth his while to keep the appointment.

7. Captain Ripley ports favorably of Mr. DaCosta, and says that he shows more knowledge of the Vernacular than he did. There is a great inducement held out to the Head Masters of both schools that, on their passing a successful examination in Burmese, the pay of each will be increased by Rupees 50 per mensem.

8. The usual Statements from No. 1 to No. 8 are annexed, and I trust His Honor the Lieutenant-Governor of Bengal will consider this report satisfactory.

HOWRAH SCHOOL.

UNDER THE INSPECTOR OF SCHOOLS.—E. LODGE, ESQ., B. A.
HEAD MASTER.—MR. THOMAS COWPAR.

The only important change in the internal economy of the School during the Session under review was the introduction in the month of November last of an enhanced rate of tuition fees into the several classes of which it consists. The result of the innovation has numerically been far from satisfactory, as will be seen from the annexed marginal statement exhibiting the number of withdrawals from the different sections of the School to which it gave occasion. A reaction, however, is confidently expected to set in during the next Session, when it is hoped the institution will be placed on a more efficient numerical footing than that upon which it now stands

Name of the class.	Number originally on the Register.	Number of withdrawals.	Number at present on the Register.
First class,	20	13	7
Second class,	22	13	9
Third class,	32	16	16
Fourth class,	34	11	23
Fifth class,	36	9	27
Sixth class,	37	13	24
Seventh class,	59	17	42
Totals,	240	92	148

with but 148 pupils on its rolls and 130 the average daily attendance. There is no reason whatever to doubt that the School continues to retain its popularity among the Hindoo community who would send their wards to it in preference to any other educational establishment in the station; but if the considerable reduction it has sustained to the number originally on the rolls does not bear out the assertion, it is simply because the majority of the natives who reside in and about Howrah find the increased rates of schooling, three Rupees a month for the two senior and two Rupees for the five junior classes, much in excess of what they can spare from their limited incomes, ranging on an average from 5 to 20 Rupees a month, for the education of their children. It is moreover to be observed that these wholesale withdrawals have very seriously injured the efficiency of the two senior classes of the School which have been completely drained of the intelligent and promising lads they contained. The number on their Register at the close of the Sesson is 7 and 9 respectively, and of these last not one is qualified for promotion to the head class.

The changes above adverted to have only in a slight degree affected the funds of the School. The total amount of tuition fees collected in the year is Rupees 3728-9-6 which when compared with the aggregate sum realized from the same source during the previous Session shews a decrease of Rupees 178-2-6, owing to a great number of the withdrawals having taken place during the two months immediately preceding that which was fixed upon for the introduction of the new rates of schooling.

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The School Library, including the additions made to it during the present Session, amounts to 300 volumes, which are in an excellent state of preservation and are frequently referred to by both masters and pupils.

Junior Scholarships.

Of the 15 students who composed the head class, 6 presented themselves for the Calcutta University examination, of this number, 2 lost their fee-tickets on the 3rd day of the ordeal, and were in consequence, in conformity with the rules of the Syndicate, disqualified for further competition, one was compelled to return home owing to sickness

before the completion of the 4th day's examination, and the remaining three were unsuccessful. When it is considered that these students were only ten months in the head class, and that at the time of their joining they formed but an indifferent second class, the failure will not appear much to their discredit.

* * * *

The general examination was conducted, at the instance of the Inspector, by Mr. J. K. Rogers, Head Master of the Calcutta Madrassa, Baboo Bromomohan Mullick, Deputy Inspector of Howrah, and the Head Pundit of the Hindoo School: the[illegible]ts will be found below.

2nd, 3rd and 4th Classes examined in all subjects in English by Mr. J. K. Rogers and by the Head Pundit of the Hindoo School in the vernacular. Mr. Rogers reports as follows.

"I examined the 2nd, 3rd and 4th classes of the Howrah School last month in all their studies except Bengallee, the 2nd class contains 9 boys of the average age of 14¾ years. I am sorry that I cannot, on the present occasion report so favourably of this class as I did last year. The general result of the examination it passed exhibits but moderate proficiency, as you will perceive from the accompanying tabular statement of marks. One boy however (Prosonocoomar Dey) is considerably in advance of the rest of the class, and promises to turn out, in time, a good scholar. The explanation the students gave of the piece of poetry in which they were examined was satisfactory, but there is room for improvement in reading and pronunciation. The prose reader No. V. however, appears to be somewhat above them, for they could not enter fully into the spirit of some of the articles in that book. They parsed correctly, but made many mistakes in grammar in their written answers. Most of them acquitted themselves tolerably well in Geography and some also in History, Arithmetic and Geometry, the rest very indifferently. In Algebra with the exception of one boy, all are deficient. The Head Master mentioned to me that the best boys had left the class during the year in consequence of the Schooling fee having been raised from one to three rupees a month, so that those who remain are the dregs of the class; this circumstance accounts for their short-comings."

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OOTERPARAH SCHOOL.

UNDER THE INSPECTOR OF SCHOOLS.—E. LODGE, ESQ., B. A.
HEAD MASTER.—BABOO BONOMALLY MITTER

The number of boys on the rolls at the close of the Session of 1856-57 was 216. The number borne on the Register at the close of the last official year was 205. This slight decrease in the numerical strength of the School is to be attributed to there having been few admissions to fill up the chasm caused by withdrawals and deaths, on account of demanding an enhanced rate of Schooling from all new comers

The tuition fees realised during the last year amounted to Co.'s Rs. 3,457 The collections of the year before last were 3,214 Rs. This shews a considerable improvement in the financial prospects of the School a just criterion of its increasing popularity and extended usefulness.

The average number of pupils on the muster rolls during the year under review was 228 of which 197 daily attended the School. The whole of the Government grant to the Institution Rs. 100 a month has not been drawn. A saving of 615 Rs. has been effected this year.

* * * *

Last year two prizes of 8 Rupees each were liberally offered by Baboos Bejoykissen and Hurromohon Mookerjees for the best essays on History and Commerce in the English and Bengallee languages respectively. They were contended for by the boys of the first and second classes.

Banyeunt Deb of the first class whose production in English was pronounced the best, obtained one of the prizes. The other was awarded to Poteetchunder Mitter a student of the 2nd class.

Three boys of the first class have succeeded in obtaining junior scholarships and university entrance certificates.

The general examination was held for 6 days in the months of April and May.

The second and third classes were examined by Mr. Lodge and Mr. Thwaytes. Mr. Cowpar of the Howrah School and Baboo Protapnarain Singh the Deputy Inspector were deputed to examine the lower classes.

* * * *

BEERBHOOM SCHOOL.

SECRETARY.—O. W. MALET, ESQ., C. S.
HEAD MASTER.—BABOO JUGGESSUR GHOSE.

During the year under report, i. e., from 1st May, 1857 to 30th April, 1858, the Committee met ten times. The Visitors were the Members of the Committee and the Revenue Commissioner of the Division. Their remarks in the visiting book appear very satisfactory.

Notwithstanding the Schooling fee of 1 Re. demanded from each candidate for admission, the numbers have increased during the last year, as the following statement will shew:—

Number on the Rolls on the 30th April, 1857, ...	129
Ditto admitted during the year, ...	86
Ditto withdrawn or dismissed, ...	49
Ditto transferred to central Colleges as Scholarship holders, ...	2
Ditto deceased, ...	2
Ditto on the Rolls on the 30th April 1858, ...	162

Shewing that the School continues to be held in high estimation, and that the natives of this part of the country are aware of the advantages of an English Education.

* * * *

The Annual examination of the School commenced on the 22nd and ended on the 26th March last. The following Programme shows the names of the examiners and the classes they examined:—

Names of examiners.	Classes and subjects.
O. W. Malet, Esq.	1st Class, History and Geography. 2nd Class, History and Geography. 3rd Class, History, Geography and Lessons on objects.
R. J. Wigram, Esq.	1st Class, Euclid, Arithmetic and Algebra. 2nd Class, Euclid and Arithmetic. 3rd Class, Arithmetic.
A. J. Sheridan, Esq.	1st Class, Reading, Explanation, Grammar, Zoology and Mechanics. 2nd Class, Reading, Explanation and Grammar. 3rd Class, Reading, Explanation and Grammar.
P. S. Ameen, and Baboo Benoderam Sen.	2nd Class, Translation and Bengalee. 3rd Class, Bengalee.
S. Ameen, ...	1st Class, Translation and Bengalee.
Baboo Poranund Mookerjee, Deputy Inspector of Schools.	4th and 5th Classes, all the subjects.

The 1st class in all subjects and the 2nd Class in History were examined in written questions. The 2nd class in the other branches, and the rest of the classes in all the studies were examined verbally. The result, as will appear from the remarks of the several Examiners, is satisfactory.

1st Class, No. of boys 15, average age 16½. The Examiners thus remarked:—

Mr. Malet,—"Section A. had read a large quantity of History during the year, and the examination is creditable to them and to their Teacher.

"Section B. had not read much History, but remember well what they had read.

"The papers of this class shew a fair knowledge of Geography, but the same faults and errors are traceable through nearly all the papers. I fear that there must have been copying going on, and which can hardly be prevented, owing to the limited space at the disposal of the examiners."

Mr. Wigram.—"The 1st class was examined by me in Arithmetic and Geometry. The result was creditable to the Head Master who appears to have taken great pains with them. I regret to have to observe in this as in the other classes a marked difference in work *vivâ voce* from that written out. The system of copying from each other prevails to a great extent, I fear, in all classes. Some of the boys performed most creditably in Euclid in which they were separately examined, others very indifferently, while in the written answers in arithmetic all the papers exhibited the same results, with, in some cases, precisely the same mistake appearing in several papers.

"This is not the fault of the Master, but I trust he will explain the impropriety of it to the boys."

Dr. Sheridan.—"I have examined this class in Reading, Explanation, Grammar, Zoology and Mechanics, and have been on the whole very well pleased with the result. I have, however, observed in some of the written papers glaring grammatical errors in orthography and syntax, and the writing in nearly all, very bad. Greater attention ought, in my opinion, to be paid to these points in future, as a student's success in after life in this country very frequently depends more upon his being able to write a good hand and grammatically, than upon his proficiency in higher and more abstruse studies. The proficiency, however, attained by most of the boys in this class, as evidenced by the very creditable manner in which they acquitted themselves, satisfactorily proves that no pains have been wanting on the part of the Master to ensure a uniform result in every case. But some of the young men in this class have been too old to learn and incapable of turning valuable tuition to good account, and as they are not likely to derive much further benefit from a longer continuance in the School, I think it would be advisable to recommend their withdrawal, as they are losing labour and time to little purpose, which might be more profitably employed in some useful pursuit out in the world."

The S. Ameen.—"I examined this class in Bengalee and Translation, and it gives me great satisfaction to find that almost all the boys have attained more than half the maximum number fixed, which reflects great credit on themselves and their Teacher."

2nd Class. No. of boys 28. Average age 14¼. Teacher Baboo Rajendra Mullick.

These were the remarks of the Examiner:—

Mr. Malet.—"These boys were examined by me in small Maps where quickness of sight could not supply the place of knowledge. The result, as will been seen by the numbers, was not creditable to them.

"In History the 2nd Class made a sad exhibition. They had only read about 30 pages. The answers were given nearly in the words of the book, and they did not do even that well, the same mistakes ran through all the papers, giving strong suspicion of copying from each other. Their spelling, writing and Grammar were all bad, shewing great want of diligence and attention on the part of the boys and of painstaking by the Master."

Mr. Wigram.—"To this class the same remarks regarding copying apply as I have thought it necessary to make regarding the 1st class. The system is so universally prevalent apparently, and in a crowded room so difficult to check, that I fear little justice can be done to the best of the boys from written questions. In Euclid, the boys were examined *vivâ voce* by Mr. Boddam who kindly assisted me. Some of the performances were very creditable."

Dr. Sheridan.—"I examined this class in Reading, Explanation and Grammar, and with very few exceptions the boys acquitted themselves in a most creditable manner. In Grammar, almost every question put was correctly answered and all read with great ease and accuracy, and explained with the utmost facility the meaning of passages read from Chambers' Biography. So favorable a result reflects much credit on both Teacher and pupils, and proves that much pains must have been taken in the instruction of this class."

The P. S. Ameen.—"I examined the 2nd Class in Bengallee, and was highly satisfied with the Reading and Explanation of the boys. The result is very creditable both to pupils and their Teacher who appears to have taken much pains with the class."

Baboo Benoderam Sen.—"The Translation from Bengallee to English I examined and found that it was done in a tolerable manner."

* *

With the conduct of the Head Master the Committee have every reason to be satisfied. Under his care the School has continued to increase in numbers; and the order and discipline maintained in the School, without any undue severity, is much to his credit; and, as will be seen by a reference to the remarks of the examiners, of the young men taught by him, his teaching has been very successful.

As regards the 2nd Master, I regret that it is not in my power this year to write so favorably. But he is a young man and has scarcely sufficient authority to control several young men who appear to have made a resting-place of the 2nd Class, (but who have been

warned that if they do not speedily shew improvement they will be required to leave the school). As to his success as a Teacher, the remarks of the different examiners, it will be seen, say much. I hope to be able next year to speak in higher terms of this officer.

The 3rd Master has as usual conducted himself entirely to the satisfaction of the Committee, and a letter was written through the Inspector to the Director of Public Instruction, requesting, owing to his length of service and his high qualifications as a Teacher, that he might get promotion without examination, and from the reply of the Inspector it appears that there are hopes that he may do so.

The 4th Master is a painstaking man but hardly equal to his post.

The 5th or last Master is a very intelligent young men takes much pains with his pupils, and, as will be observed from the remarks of the examiners has done his duty satisfactorily.

BAULEAH SCHOOL.

SECRETARY.—DR. W. WHITE.

HEAD MASTER.—BABOO HURROGOBIND SEIN.

The number of boys borne on the rolls of the School on the 30th of April, 1858, was 163, whilst that on the same date of 1857, was 146. The average daily attendance during the Session was 132, which is greater than that during the preceding year by 25.

* * * *

The financial position of the School continues to be satisfactory, the amount at the credit of the School during the Session being greater than the disbursement by 1024 Rupees.

The annual examination of the junior classes of the School was, as usual, conducted by the Members of the Committee. Messrs. Rus-

sel and Chapman examined respectively in Geography and Mathematics; Baboo Mothuranath Banerjea in Grammar and History; and Baboo Koylashchunder Deb in literature. The examination in vernacular and translations was superintended by Baboo Punchanun Banerjea.

The following is an abstract of the result of the examination of each class. The Committee, however, do not wish to be understood as endorsing in all instances the opinions or suggestions of individual examiners.

First Class.—This class was not examined by the Committee. Four of the students presented themselves at the junior scholarship and the university entrance examination. None of them was successful. This might be attributed partly to the long interruption to study caused by the School being closed for two months in the middle of the Session in consequence of the demolition of the School House, and the Dusserah vacation, and partly perhaps to the nature of the examination which, the Director of Public Instruction is aware, has led to the failure of by far the greatest number of the university entrance examination candidates.

Second Class.—The second class consisted of 10 boys whose average age was sixteen. Their general proficiency was satisfactory, the remarks made on their performances being as follows:

Literature.—"The majority of these boys shewed that they understood very well what they had read; their composition, though not entirely free from Grammatical errors, was on the whole, creditable to them."

History.—"One half of the boys evince a fair knowledge of the subject. They appear to be accustomed to state the substance of what they read, in their own language. Helaludin's paper is almost blank. I believe he is lately admitted."

Geography.—"The numerical result shows that the subject was carefully studied."

Grammar.—"I am satisfied with the result of the examination."

Translation and Vernacular. "The translations of these boys from Bengallee to English and *vice versa* were with few exceptions creditable to them. They were pretty correct and shewed that their master had taken pains in exercising them on the subject."

The examiner in these branches of knowledge reports as follows.

Mechanics and Mathematics.

"In the first subject (Mechanics) the boys exhibited a very creditable proficiency, but the answers given were too much in the words of the text book. The master should encourage originality of thought and expression and vary the illustrations given in the book as much as possible."

"In the 2nd subject (Geometry) a proposition was set out of each of the three books, and two deductions. Most of the boys did the XLVII. of the first book and had time permitted would have completed the paper. None of the boys worked with symbols. If not accustomed to do so, I recommend the master to insist upon his pupils writing in symbols instead of words, whenever practicable. It saves an examiner time and gives neatness and method to the work."

Algebra.—"Want of time prevented my giving so thorough an examination in this branch as I had wished. The paper contained 10 sums in the rules of addition, substraction, &c. squdre root, fractions, and two equations. I notice that the boys of this class take a long time in working out sums. A very simple equation in Algebra for which I allowed twelve minutes was only done by one boy in ¼ an hour.

Arithmetic.—"In this branch of the subject one rather intricate sum was set and the examinees were required to work it out in decimals. They generally failed, and considering the lateness of the hour it was not thought desirable to keep them longer at this subject. I examined them by an easier sum afterwards which was worked first by Hurrish Chunder. On the whole, while there is room for improvement, I think that the attainments of this class are creditable to the master."

* * * * *

The masters with one exception have all performed their respective duties with zeal and ability, and have given satisfaction to the Committee.

* * * *

The School House having been demolished in August last in anticipation of its impending destruction by the river; the Committee have made arrangements for holding the School in a Bungalow which has been rented at Co.'s Rs. 30 per mensem. The Bungalow is not fitted for the purpose of the School, but no other accommodation being available, the Committee had no choice in the matter. Relative to the subject of building a new School House, the Committee

have to report that they have selected a site for the purpose and that they will soon be prepared to submit their report on it to the Director of Public Instruction.

Statement exhibiting the months during which the several members of the School visited the School during the Session.

Names of Members.	Designation.	Months.
F. Gouldsbury, Esq.	Commissioner	July 1857,
L. S. Jackson, Esq.	Judge	August "
W. T. Taylor, Esq.	Collector	November "
C. E. Chapman, Esq.	Magistrate,	June "
Rae Punchanun Banerjea.	P. Sudder Ameen	January 1858,
" Mothurnath Banerjea,	Deputy Collector.	March "
" Koilashchunder Deb.	Sudder Ameen	February "
" Gungachurn Shome.	Late Sudder Ameen	May and December 1857, "

The School was closed during September and October in consequence of the demolition of the School House and the Dussera Vacation.

BANCOORAH SCHOOL.

SECRETARY.—DR. G. N. CHEEK.
HEAD MASTER.—BABOO NOBIN KRISHNA SIRCAR.

Local Committee.

Besides individually visiting the School, in rotation, for the purpose of inspecting the working of the Classes, we met 13 times during the last 12 Months, for the transaction of the current business thereof, including Examination of the Accounts.

Numerical Strength.

The following Statement exhibits the number of pupils inscribed on the rolls of the institution at the close of the last Session:

No. on the rolls on 30th April, 1857, ...	158	
Do. admitted and readmitted during 1857-58, ...	78	
		236
Do. removed for various reasons during do.	68	
Do. transferred to the Presidency College during do.	2	
		70
No. on the rolls on 30th April, 1858, ...	166	

Notwithstanding the outbreak of rebellion, in the adjoining districts of the South Western Frontier, in the beginning of August last, the School was kept at work, though the business of instruction could not be carried on in a perfectly satisfactory manner, in consequence of numbers of guardians having removed their wards from the station about that time, who did not rejoin before the end of October. We are, however, happy to say that notwithstanding such an unusual draw-back, the numerical strength and finance of the School, instead of retrograding, have improved.

Text Books.

During the period under report the Head Master did his best to re-arrange the Syllabi of studies, but owing to the difficulty of procuring all the Class-books required in due time, they were not so satisfactorily composed as might have been the case.

Attendance.

Notwithstanding the enforcement of the fining system, the attendance of many pupils, particularly of those in the highest class, was not nearly so regular as it ought to have been.

This pernicious laxity is attributable to the weakness of parents and guardians, who allow their sons and wards to stay away from School on the most frivolous pretences, and pay their fines, when well to do, without the least apparent reluctance.

This difficulty shall have our earliest consideration, and if we can devise some plan likely to obviate it more certainly than mere fine, we will report the same hereafter.

Scholarship examination.

Apparently for the reasons given under the two preceding heads, none of the Bancoorah canditates succeeded at the late Scholarship examination, a result very unfavorable to the institution, which has long been in the habit of seeing its Scholars successful. We are, however, confident that the watchful attention of the Head master will ensure a more satisfactory result on the next occasion of trial.

General Examinations.

The general class examinations were conducted, as in previous years, by ourselves, in the order noted below :-

Department.	Classes.	Names of examiners.	Number of days occupied in the examinations.	Average number of hours occupied each day.
English Literature, ...	1st, 2d, 3d, 4th, 5th & 6th classes,	Mr. P. Taylor, ...	6	7
Grammar, ...	1st, 2d, 3d & 4th classes, ...	Mr. H. Richardson, ...	4	3
Analysis, ...	1st & 2d classes,	Mr G. N. Cheek, ...	1	3
Writing from Dictation,	1st, 2d, 3d, 4th & 5th classes, ..	Ditto	1	3
History, ...	1st, 2d & 3d classes, ...	Ditto	3	4
Geography,..	1st, 2d, 3d & 4th classes, ...	Messrs. H. Richardson, V. Taylor & G. N. Cheek,	3	3
Mathematics,	1st, 2d, 3d, 4th, 5th & 6th classes,	Mr. V. Taylor, ...	5	2
Mechanics, ...	1st class, ...	Ditto	1	6
Bengalee,......	1st, 2d, 3d, 4th, 5th & 6th classes,	Pundit Gobindochunder Vidyaratna, ...	6	6
Translations,	1st, 2d & 3d classes, ...	Mr. P. Taylor and Pundit Gobindochunder Vidyaratna, ...	4	4

The results obtained at these examinations, made even more strictly than usual, and comprehending a wider range of subjects than in former years, showed that the Syllabus laid down for each class with the exception of that of the 2nd had been fully carried out.

The excuse made by the 2nd master for not causing the pupils under him to read all that was set down for them was that he had not received some of the new books in time, which appeared to be well founded. Great inconvenience is caused by this failure to obtain new class books in time, and we think that some measures ought to be taken, by the higher educational authorities, to enable Local Committees to obtain such books as may be upon their lists, without

delay, in future. In the department of Mathematics, the questions were so selected, by the examiner, that the answers given thereto shewed whether the students had gone through the fixed course of studies or not, and the marks, obtained by them shewed a better result than that of last year. Considering the disadvantages of non-attendance, temporary panic, &c. under which the work of instruction had been carried on, during the period under report, we were, on the whole, favorably impressed by what had been done.

Copy-writing.

A trial was held in copy-writing, in which some improvement was apparent. It is desirable that all the classes should attend more carefully to this department, in conjunction with the study of English composition, and to that end it will be necessary to furnish writing desks to such classes as do not possess them at present.

Masters.

The masters have all acted in concert, and executed the duties entrusted to them with assiduity and zeal during the year under report.

The 2nd master has, however, given some trouble, by proceedings which he will, no doubt, avoid in future. The Committee will not fail to take close cognizance of the way in which he performs his duties during the current Session.

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Public library.

It may not be quite irrelevant to mention that this institution is doing well, under the assiduous care of its President, Secretary, and Committee of management; that its finances are in a satisfactory condition; and that, as soon as the building for the same shall have been completed, and more ease and privacy secured to the Subscribers than can be expected at present, further subscriptions may be looked for.

PURULIAH SCHOOL.

SECRETARY.—CAPT. N. G. N. OAKES.
HEAD MASTER.—BABOO KALLI CHURN DUTT.

It is difficult to state how many meetings were held during the whole year as they were suspended during the months of August and September on account of the disturbances which broke out in this District early in August, which caused the close of the School from that time till November. On the return of the Civil Authorities in September, the School was formally opened and immediately closed, on account of the want of attendance and the near approach of the Annual Vacation, but on its reopening in November, owing to the continued unsettled state of the country, it was still very poorly attended.

* * * *

The cause of Education has received a great impetus by the late appointment to offices of trust under Government in this District of 3 elèves of this School, from which the Committee anticipate the best results.

The Annual Examination of the School commenced on the 26th ultimo and was brought to a conclusion on the 3rd Instant; it was conducted by the Members of the Local Committee, consisting of myself, Mr. R. C. P. Porry and Dr. J. W. Ellis, assisted by the Head Master Baboo Kalichurn Dutt, and considering the interruption to the studies of the boys owing to the recent disturbances, &c. and the want of books, &c. on its reopening, the general result may be considered as most satisfactory and creditable to the Teachers more particularly the Head Master himself, whose long and meritorious services in the Educational Department, the Committee wish again to bring before the notice of the Director of Public Instruction, in the hope that he may be considered worthy of his promotion.

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The Library Books were wholly destroyed during the disturbances, and only a few days before the examination the new maps arrived. A few books of the Indent for 1856-57 and nearly the whole of that of 1857-58 have been subsequently received.

The School Buildings were slightly injured during the disturbances and have not yet been repaired by the Executive Department.

MIDNAPORE SCHOOL.

SECRETARY.—BABOO DHORENY DHUR ROY.

HEAD MASTER.—BABOO RAJNARAIN BOSE.

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The erection of the Fives Court commenced in the last Session has been completed. Mr. H. T. Prinsep, a member of the Committee and Lieut. Goodwin of the Engineers have kindly consented to teach the game to the boys.

Mr. W. Terry conducted the annual Examination in English Literature. Mr. J. M. Lowis that in History. Mr. G. P. Leycester that in Grammar. Mr. H. T. Prinsep and Baboo Wooma Churn Holdar, the Deputy Inspector of Schools, in Mathematics. The Head Master that in Geography for Dr. Atkinson. Baboo Nobogopal Ghosal the sub-Assistant Surgeon and the Secretary in Translations, and the Head Master in Hand Writing.

* * * *

The general conduct of the masters was perfectly satisfactory.

The Head Master Baboo Rajnarain Bose has been connected with this School since the year 1851. The Committee consider him a very

zealous officer, taking much pains with the boys in his Class and always watchful over the interests of the school. By his exemplary conduct and his attention to the interests of the School he has gained for it a high reputation among the inhabitants of the district, who are now shewing their appreciation of the benefits of a sound English Education. The School appears to have flourished under the management of Baboo Rajnarain Bose.

Baboo Banee Madhub Bose the 2nd Master is a most careful patient and pains taking officer generally, and especially during the approach of the examination time, he has been observed to give his boys an extra hour's instruction after the School hours.

Baboo Haran Chunder Chatterjee the 3rd Master has well maintained his character as an efficient and successful Teacher.

Baboo Russicklall Ghose the 4th Master is a smart young officer well up to his work.

My concluding remarks on the general progress of the 3rd years' Class embody the opinion of the Committee regarding the 5th Master, Baboo Koornarain Seal.

The 6th Master Baboo Nilambur Naug has performed his duties well and the Committee has had no reason to be dissatisfied with his conduct.

The 7th Master Baboo Rakhaldoss Dutt is an active and intelligent young man.

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BALASORE SCHOOL.

OFFICIATING SECRETARY.—E. WATERFIELD, ESQ.
HEAD MASTER.—BABOO BISSONATH SINGH.

The Local Committee have met twelve times in the year, and the School was visited regularly by the members, each in his turn. Besides, the School has been frequently visited by the Secretary, and once by the Civil and Sessions Judge of the district, and by the Inspector of Schools, S. W. Bengal.

* * * *

The 6th year's or the highest class in the School ceased to exist during the course of the year, in consequence of the withdrawal of the pupils; and their place was supplied by the two best boys of the class below. Two out of the four boys who left School have already obtained appointments; one has been employed as the 2nd writer in the Court of the Magistrate of Balasore on 20 Rs. a month and another is officiating for a writer who has obtained leave of absence.

The Schooling fees and fines realized during the year amounted to Rupees 480.

The English examination of the School was conducted by the Members of the Local Committee named in the margin in the different subjects of study of the several classes.

E. Waterfield, Esq. C. Mayne, Esq. Captain White.

* * * *

2nd Class.—This class is under the tuition of the Head master, and numbers 16 boys. Their average age—15 years. Mr. Waterfield the examiner of this class in all the subjects of study, reports as follows.

"I am well satisfied with the result of this examination. The boys towards the head of the class showed considerable proficiency, and the remainder not so advanced, have generally passed a good examination."

* * * *

The attendance of the boys during the year under review has been very satisfactory. Three boys in the whole school have not been absent for a single day during the past Session and prizes have been given to each of them for their regularity of attendance.

* * * *

The Committee consider that the conduct of the Masters has been such as to merit a continuance of the encomiums passed upon them in former years.

The Library is in good order, and has received many valuable additions during the year. Mr. Brown the late Deputy Collector has made a handsome present of a pair of large globes to the School.

Many of the suggestions contained in the Report of the Select Committee for the Improvement of Schools have been carried out in this School, and it evidently exhibits from the Head Master's report marked improvement both in points of discipline and in the mode of teaching.

In the course of the year a play-ground has been formed in the School compound. A swinging pole, and parallel bars have been set up for the Gymnastic Exercises of the boys; and the masters not only superintend the play-ground but themselves join the boys in their amusements.

A plot of ground in the compound has also been laid out as a flower garden, and although the boys do not seem to take that degree of interest in it which they exhibit in the Gymnasium, yet the Committee consider this experiment as conducive to the interests of the Institution, inasmuch as it tends to develope a taste in the minds of the boys for gardening.

CUTTACK SCHOOL.

SECRETARY.—W. L. HEELEY, Esq., B. A.
HEAD MASTER.—BABOO JUDOONATH MOOKERJEA.

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The annual examination was conducted in April by the following members of the Committee.

E. Roer, Esq., LL. D.
R. N. Shore, Esq., C. S.
H. A. Harrison, Esq., C. S.
W. L. Heeley, Esq., B. A., C. S.
Baboo Tarakant Bidiasagour.
Baboo Mohesh Chunder Roy.
Meer Jaffer Allee.

Literature.—W. L. Heeley, Esq. remarks:

"I examined the First Class in both the prose and the poetical subjects. If I had had a large experience of Schools in this country, I should probably have bestowed unqualified praise on the boys of this class for their knowledge and comprehension of the text of their authors and on the Head Master for his laborious and conscientious efforts, and should there have stopped. But as I am fresh from the recollection of the Educational Establishments at home I confess that the striking want of general intelligence displayed by most of the boys and exceeding so much all that I had been used to in my own country filled me with misgivings. The boys are literally slaves to the letter, so much so that they cannot even comprehend that a question which cannot be directly answered out of the book should be asked at all. I gave a simple passage out of the introduction to the 1st canto of 'Marmion' for the boys to explain and illustrate from the life and character of Nelson. The best and most thoughtful boy in the School spent a page in explaining to me that the piece of Poetry did not occur in his edition of the life of Nelson though he supposed it did in mine. The next best boy informed me that he 'who bade the conqueror go forth' was Napoleon Bonaparte. Indeed every answer that

was not an exercise of memory on the text or a demand for a simple explanation of it displayed the same remarkable ignorance. I was told by one boy that Lord Cornwallis was impeached by Parliament for extortions committed in India, by another that it is the custom in England to hang for petty thefts. It seems as though the immense exertion of memory, which has become a tradition in our schools weakened the mind for any other effort such as comparison or inference or even for the application of knowledge formally committed to memory. I should recommend the Head Master to try all means of widening the range of the boys' reading by encouraging them in the acquisition of collateral information and by carrying them through more ground. The pupils only brought up for examination one book of Cowper's Task and three chapters of Southey's Nelson. This is not enough. The boys of the first class ought to be so far acquainted with English that the interpretation of all the simpler parts of the author should be left to themselves and only the distant allusions and comparatively difficult passages specially explained by the Master. This would carry the class over a great deal more ground and leave more scope for independent exertion on the part of the boys. Greek is learnt by English boys under far less advantageous circumstances than English by Hindoo boys, yet a class of the same standing in an English school will go through a book of Thucydides, 3 books of the Odyssey and a couple of plays during the year, besides an equal amount of Latin."

E. Roer, Esq. remarks as to the Examination in History:

"I am not much satisfied with the result of the examination of the first class, two of the pupils only having obtained more than 50 marks; none of them, with the exception of Hem Chunder Roy, knows historical dates, and even he assigns to the battles at the sea Regillus, of Pharsalia, and of Philippi the respective dates of 229, 448 and 442 B. C. The answers of Hem Chunder Roy, Boloram Bose, Atkinson and Peary Mohun Sen are creditable and exhibit also a fair progress in composition; the papers of the other students are far below the standard and very deficient in style; in one for instance the sentence occurs, 'his friend asked him when his is going to put a stop to it, he said that he is not yet certain.' That the first class is not so far advanced as I should wish, I can merely ascribe to the insufficiency of the instructive staff, which by the appointment of a new master will be remedied in future; at present the pupils of the second class on entering the first are not sufficiently prepared.

"The attainments of the second class in History are good, 51 being the least number of marks. The pupils know the events and their connexion, together with the dates, remarkably well. The progress which they have made in expressing themselves in English seems very fair. However, it cannot be ascertained from the papers, for the sentences are repetitions or close imitations of the words of the class books."

W. L. Heeley, Esq. remarks with regard to *Natural History*:

"I have heard many remarks on the uselessness of making this subject a branch of the school course. I cannot agree with this, for it is evident that the boys are very much interested in the study. They display a considerable and intelligent acquaintance with both branches of the subject especially perhaps with vegetable physiology; and I conceive that they find it an agreeable and valuable relief from the severer studies. The percentage of marks in Vegetable Physiology ranged from 60 to 90, the average being 70."

In regard to *prizes and marks* the plan that was acted on at the termination of this Session in assigning prizes was this. In all the classes, except the first, the marks of the half year were considered as having equal weight with the marks gained in the examination, and the result of the two jointly decided the prize. In the first class, the prizes were adjudged solely according to the relative merit shown in examination, for the very sufficient reason that as no system of marks had been adopted during the Session there was no other way of awarding them. The establishment of the principle that the award of the prizes should be regulated to a certain extent by the examinations, I, in common with other members of the Committee hold to be a great boon. When the examination was a mere *tamasha*, neither boys nor examiners could rationally be expected to interest themselves much in it and the latter were tempted to hurry through their work in an unsatisfactory style. At the same time it is very important that a rational system of marks should be adopted in the School and strictly adhered to throughout the Session, as whatever amount of *cram* or of brilliancy the examination may show, it is only from the mark-book that we can learn what is far more

important, the degree of steadiness and attention with which the students have pursued their studies through the Session.

* * * *

Before my entrance upon the duties of Secretary of the Committee, an extensive scheme of furnishing the boys with recreation was mooted by the Committee, and to some extent resolved upon. Bats and balls were ordered. These were unfortunately lost in the journey from Calcutta, and nothing more has been done. The subject ought not to drop here, and I shall take the next opportunity of bringing it before the Committee. The Head Master is desirous of procuring a microscope for the instruction of the older boys, many of whom show a taste for Natural History. A sum of money realized by the sale of School books, has been devoted, with the Inspector's sanction, to this purpose: and I have negociated for a microscope which will cost £10, and which I hope will speedily arrive from England.

The present staff of the school gives great satisfaction. The Head Master, Baboo Juddoonath Mookerjea, is all that can be wished, diligent, laborious, and well-informed. With the assistance of the new Second Master, who divides with him according to a scheme already adverted to, the teaching of the 1st two classes, I have no doubt that we shall considerably raise the character of the School within the next year.

POOREE SCHOOL.

SECRETARY.—R. PRINGLE, Esq.
HEAD MASTER.—BABOO CHUNDERMOHUN TAGORE.

The number of withdrawals this year has been unusually great, as several boys whose boarding and Schooling were paid by the late Deputy Collector Baboo Neelmony Burm, were obliged to leave Pooree on his death.

The daily average attendance during the past Session was 59.6315.

The Local Committee met twelve times during the past year. The School was visited several times by all the Members of the Committee.

There were no candidates for Junior Scholarships this year from the Pooree School. The Annual examination of the School was conducted by the Members of the Committee and Dr Roer Inspector of Schools.

Dr. Roer, who examined in Literature and History remarks :—

"I conducted the examination orally, except in History, in which the first two classes were examined in writing. The Historical book read by the students of the first class has been Marshman's General History. I regret to state they passed a very bad examination therein. The maximum number of marks was 100, and one student only obtained more than half the number. The answers were generally vague and inaccurate, and far behind the standard of proficiency expected of the first class of a Zillah School. This is the more surprising as the students have not gone through half the volume of Marshman's General History, and not commenced yet Roman History. One boy only was somewhat acquainted with dates, others either did not answer questions of date at all, or quite incorrectly. I have also to express my dissatisfaction with the little progress which the first class has made in English composition. The papers are nearly all slovenly written, and exhibiting not the least sign of acquaintance with English idiom, and many of them defaced by a number of orthographical mistakes.

"The attainments of this class in English Literature are creditable, the students pronounced well, though not quite without defects, and while their explanation was not very satisfactory, their parsing was very good.

"The inadequate progress of the first I believe is mainly owing to its being divided into two Sections, the first containing two pupils, who were studying for Junior Scholarship and the second five. As the Junior Scholarship examination of the past year embraced rather a large range of subjects, and amongst them two new ones, viz. Vegetable Physiology and Mechanics, the preparation of two students must, have claimed so much of the attention of the Head master that he could not spare sufficient time for the instruction of the second Section. I disapprove altogether the division of a class into several Sections, with the exception of the lowest, where it is unavoidable.

"*History* —The second class has studied History of India and History of England. The progress of the students is very fair. They know Historical dates with great accuracy and one of the boys gave the names of the kings of England from William the Conqueror to Henry VIII. and the dates of their accession without a single mistake. Their English composition is bad beyond description; hardly a single sentence was well written. The examination of the second class in English was satisfactory; they read and explained with fluency and correctness, but failed in parsing."

Mr. Clarke, who examined in Mathematics, gave the following report:—

"I examined the School in Euclid and Algebra. The first boy of the first class, Joykishto Putnaik, professed to have read to the end of the 20th proposition, 3rd book of Euclid; Algebra to the end of Fractions, Arithmetic up to Discount. He completely failed in the last subject, and showed only slight proficiency in the other—Section B of the first class read up to 5th proposition of the second book of Euclid. They all failed in Arithmetic. Bhaubograhee Mytee shewed the greatest proficiency in Euclid and Algebra, I do not consider the progress made by the boys to be satisfactory. The boys of the second class read a part of the second book, which they knew well. They were not so well up in Arithmetic. The boys of the 3rd, 4th and 5th classes exhibited a tolerable proficiency. I am sorry to be obliged to express my opinion that less attention has been paid to Mathematics this Session than the last."

Mr. Mactier examined in Geography, and thus remarks :—

"I regret I cannot report favourably of the result. Only one boy Joykishto Putnaik at all distinguished himself, and of the others four passed what may be called a creditable examination. The boys seemed in no way to understand what they had learnt, but to trust to their memory only; the examination being entirely viva voce this became apparent at once. It is far better to teach from map than from books and I see there are none suitable in the School. Without maps a knowledge of relative position, the great end and object of the science, can never be acquired."

Dr. Pringle who examined the School in Zoology and Grammar states :—

"I examined the second Section of the first class, and am sorry to have to report that the answers were far from satisfactory. The writing was bad and the spelling also. The answers I am convinced were not the result of study, but quotations from the text book, arranged in some instances in a most extraordinary manner. The examination was conducted by means of written questions and answers. I also examined the second, third, fourth and fifth classes in Grammar.

"The boys of the first and second class answered well."

* * * *

It will take a long time before the School will be held in good estimation by the influential people of this town, who, as noticed in the last Annual Report, are averse to the spread of education from more than one motive.

Baboo Gourbullub Ghose examined in vernacular and gave the following report.

"I have much pleasure in being able to report favourably of the result. The only fault I observed was that the boys were not practised in writing from dictation. I think this is a branch in which great attention ought to be paid."

The best thanks of the Committee are due to Mr. Cockburn the Commissioner for the presentation of a set of maps, comprising a map of the Province of Orissa, district Maps of Pooree, Balasore and Cuttack, and a station Map of Pooree, as well as for the regular supply of a copy of the weekly Oorya Government Gazette. The Committee is under the same obligation to Mr. Clarke for the presentation of a set of Dr. Sutton's Oorya Dictionary from the Collector's office.

The conduct of the four masters during the past Session has been satisfactory, and the fact of no boys competing for Scholarships is, I feel confident, not owing to any want of earnestness in the Head Master, who has always been ready and willing to assist any boys who may have been anxious to compete. The Committee have every reason to be satisfied with the manner in which the fourth master has conducted his duties.

SUMBULPORE SCHOOL.

SECRETARY.—BABOO KOYLASCHUNDER GHOSE.
HEAD MASTER.—BABOO UGHORECHUNDER MOOKERJEE.

The gentlemen composing the Local Committee could not regularly visit the School and have not had their regular meetings on account of the late disturbances that broke out in the district.

Notwithstanding the combination of unfavourable circumstances, which diminished the strength of the School, the average daily attendance during the last Session has been, comparatively speaking, satisfactory.

The assistant Teachers as reported by the Head master have been attentive to their duties.

The Annual examination of the students commenced on the 14th of April, 1858, under the superintendence of the following gentlemen: Capt. Knockes, Lieut. Sewell, Lieut. Nepean, Mr. Rothwell and the Secretary to the Local Committee of Public Instruction.

First Class. The 1st class is in abeyance.

Second Class. This class is under the tuition of the Head master Baboo Ughorechunder Mookerjee, and numbers two boys. They were examined in the different subjects of their study by Capt Knockes and Lieut. Sewell.

"On the whole the examination passed by the boys of the 2nd class was very fair."

* * * *

Vernacular.—The vernacular examination of the School was conducted by the 2nd master Baboo Ramcoomar Singh and myself. The result of the examination on the whole was very satisfactory.

PATNA HIGH SCHOOL.

FROM THE REPORT OF THE HEAD MASTER, MR. W. TWENTYMAN.

This School was abolished at the end of the Session;—The Local Committee, considering that the late decrease in the number of the Students was not solely attributable to the disturbed state of the District, but in some measure to the discouragement given to education by the Native inhabitants of Bankipore and its vicinity, submitted a proposal to Government for the temporary abolition of the School until such time as the respectable portion of the Native Community should voluntarily come forward with subscriptions for a building and for the support of the School Establishment for at least three or four years. The Local Committee were in a great measure induced to take this step by the fact that the sum annually expended on this School greatly exceeded that ordinarily allowed for a zillah School without any adequate advantage either to the city or the province; they at the same time recommended that the Patna Branch School, located in the city of Patna, should henceforth be styled the Patna School and should be elevated to the status of a Zillah School, in the hope that some of the inhabitants of Bankipore might avail themselves of the advantages derivable from that Institution.

The proposition met with the sanction of the Government and the Patna High School was abolished at the end of the Session; the Local Committee, however, deemed it but an act of justice to the Teachers to

record the following resolution at a special Meeting held on the 6th of April, 1858:—It was proposed by Mr. E. A. Samuells, the Commissioner of Patna and unanimously resolved, that "the Local Committee in carrying out the orders of Government for the abolition of the Patna High School desire to place upon record their warm appreciation of the services which Mr. Twentyman has rendered to the School from the period when he first joined it and the efforts which he has made to sustain it against the apathy of the inhabitants. They also think it right to certify that the decadence of the School is no way attributable, in their opinion, to any short-comings on the part of the Masters generally, but to causes entirely beyond their control."

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PATNA BRANCH SCHOOL.

FROM THE REPORT OF THE HEAD MASTER, BABOO CALLY PROSUNNO CHATTERJEE.

Attendance.

Owing to the disturbed state of the country at the time the Dinapore sepoys mutinied and Koer Singh raised the standard of rebellion, the attendance and numerical strength of the seminary suffered a diminution temporarily for three or four months. After that tumult was over, however, since the period when the successive intelligences of the taking of Delhi and Lucknow established peace in the city and infused confidence in the minds of the inhabitants regarding the stability of the British rule, admissions have been daily on the increase, and the attendance fuller and more regular.

* * * *

The Annual Examination of the English Department has been conducted by Mr. Collector Woodcock, Dr. Sutherland, and Mr. Harrison

notwithstanding the latter gentleman having been at the time in an indifferent state of health, and the result in brief is as follows:

First class consists of five students, average age 16.

Mr. Harrison and Dr. Sutherland jointly examined this class and remarked: Reading defective in tone and pronunciation, explanation in Hindoostanee indifferent, Roman history appears to be too difficult.

Second class consists of 7 boys, average age 16. The Examiner, Mr. Woodcock, remarks: These boys read well and understand what they read. In Geography they are not far advanced.

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The Persian Classes have been examined by Moulvi Ahmud Woolla and Syud Lootf Ali Khan, assisted by the Moonshee of the Inspector's vernacular *duftur* and Roy Hurrkishen a well-known and wealthy Zemindar, and these gentlemen generally report favourably of the progress made in the several classes in their respective subjects of study.

GYAH SCHOOL.

SECRETARY.—J. B. ALLEN, ESQ.
HEAD MASTER.—PUNDIT BALMOKUND.

The unsettled state of the district, together with the loss of all records, precludes the possibility of my giving an accurate return, I can only say, whenever business required the attention of the Committee they never failed, although owing to the disturbances the visiting was rather irregular.

The number of students on the books of the School on the 30th April 1857, was 208, those on the 30th April 1858 amounted to only 91. This decrease in numerical strength is to be attributed not only to the local disturbances, but also to the general prevalence of a mu-

tinous spirit throughout India. Many people, chiefly inhabiting the villages, dreading further disturbances, and knowing that the country is not yet quiet, hesitate to send their children to resume their studies. It is, however, believed that as soon as tranquillity and order have been restored in these districts the School will improve.

During the session now under review there have been only six new admissions out of 91 on the rolls, all the rest of the boys were re-admitted on the opening of the School after the disturbances.

The daily average attendance during the year has been 91.14 against 109.51; average number of boys on the books being 83.22 per cent, which under the unfortunate circumstances attending the disturbed state of the districts may be considered satisfactory.

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No donation for prizes or other purposes has been received during the academic year. Rajah Modnarain sent his subscription of Company's Rupees 1000 for the year 1855. The following subscriptions are outstanding:

Rajah Modnarain Singh of Company's Rupees 1000 per annum for 1856 and 1857 and Rajah Hetnarain Singh of Company's Rupees 500 per annum for 1856, 1857 and 1858.

The subscriptions of the residents amounted to 67 Rupees.

The general annual examination commenced on the 12th April, 1858, and continued with some interruptions up to the 5th May. The following is an abstract of the result, Messrs. Mackinnon and Butler assisted the Secretary at the examination; the latter gentleman takes great interest in the School.

First class, 2 Pupils; average age 17 years; under the Head Master assisted by the 2nd master.

Mr. Butler examined this class in Natural Philosophy on April 29th. He says:

"With their progress in Reading, Dictation, &c. I am familiar, as I am in the habit of taking a class of the elder boys of the School at my own house, to assist them if possible in acquiring a good and accurate acquaintance with English. With the elements of Mechanics and Astronomy they seem tolerably familiar, though the constant tendency to learn by rote is too perceptible. The Dictation, Writing, and Translation of the boy

Ram Sahay are above par, and if he perseveres as he has begun, he may do great credit to the School. The attainments of Rampurtap in English are also very respectable.'

Lieut. W. Mackinnon, who examined in Mathematics writes, "Both these boys are well up in Arithmetic and Geometry."

2nd class, 9 pupils; average age 14.77, under the Head Master assisted by the 2nd master.

Lieut. Mackinnon the examiner reports:

"The attainments of the pupils in this class are highly satisfactory."

3rd class, 13 pupils; average age 13.46 under the 2nd master. W. Butler, Esq. reports:

"The reading and parsing of this class rather disappointed me. I had expected from the age of the boys and the length of time for which they have been under instruction to have found greater accuracy and a more intelligent comprehension of the subjects they have read. Inability to parse correctly and readily and to state and illustrate with freedom the meanings of the words made use of are sure signs of imperfectly prepared lessons. It is always better and more fruitful in the end to take a very small portion, but to discuss it with exhaustive minuteness leaving nothing unexplained or unillustrated, than to run hastily over a much larger number of pages. They show a tolerable acquaintance with the history they have been reading, but the remarks made above apply here also, whatever is read should be thoroughly read, all historical, geographical, political, &c. allusions should be carefully explained, and the Scholars should be led carefully to understand the scope and connection of the story they are engaged upon. The class deserves credit for its very fair acquaintance with the outlines of Geography. It is true that this is mere memory work, but it is nevertheless both useful and important. Their Arithmetic is on the whole creditable, perhaps some little time might be spent with advantage in making the boys understand more clearly the meanings of the rules they practise, which is half the battle in Mathematics. Their dictation was performed better and more correctly than I had ventured to expect."

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The Library was in an imperfect state as noted in the previous reports, and this year, during the local disturbances consequent on the station being abandoned by the civil authorities, the few books there

were, with all the School records, Atlases, Globes, &c. were plundered or destroyed. The Government Grant of Company's Rupees five hundred for the School Library has been laid out in the purchase of useful books which we expect shortly to receive from Calcutta.

The masters have been most diligent and zealous, especially Pundit Balmokund the Head master, endeavouring to restore confidence among those boys who had returned to the School.

The Head master particularly speaks in very high terms of the moral conduct of Baboo Sheopurshaud Singh and his very useful services in keeping all the School records in good order.

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The examination of the vernacular classes was kindly undertaken by Moulvee Nazir Uddeen Ehmud the Principal Sudder Ameen, and Moulvee Salamut Ullah the Deputy Collector. They report that the result of the examination in general (with the exception of few boys) did not prove to be satisfactory. The former gentleman remarks that the pronunciation and explanation of the students are not so good as they ought to be, and the latter, that the boys appear not to be very attentive to the study of their Persian and Urdu, and requests that the Members of the Committee will pay their kind attention to this deficiency.

MONGHYR SCHOOL.

Secretary.—W. TUCKER, Esq.
Head Master.—Mr. W. N. McNAIR.

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This year of general disturbance has been an unfortunate time for the School. The attendance has fallen off most remarkably, and you will observe that from the secession of the more advanced pupils the first class is comparatively small and generally backward. There is not one who could try for a Scholarship. Indeed, the School has not been opened for much more than three years, and consequently it is not to be expected that in so short a time any boy should be able to

qualify himself. In the remaining classes the rudiments only of the English tongue are taught, and I am unable to report much progress.

I am in hopes that the attendance may increase when the new School house is finished and there is proper accommodation for the Scholars.

The Annual examination commenced on the 14th and terminated on the 20th April, 1858. It was conducted by the Inspector, assisted by the resident Members of the Local Committee. Deputy Collector Pundit Ramnarain Roy, assisted by Sub-Inspector Benarsee Pershad, examined the pupils in the vernacular.

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BHAUGULPORE SCHOOL.

SECRETARY.—BABOO DWARKANATH CHATTERJEE.
OFFICIATING HEAD MASTER.—MR. E. B. GODFREY.

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Owing to the press of other official duties the Committee met only four times during the year under report in the School hall, but on all other occasions recorded written minutes on subjects circulated for their consideration and orders.

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There has been a little diminution in the amount of the Schooling fees collected during the past year, and this was owing to the large number of withdrawals among boys. On account of the disturbed state of the country most people took their families away from the district and some have not as yet brought them back. This circumstance caused the number of boys in the School to fluctuate a great deal. The memorandum in the margin will shew the state of this local receipt during the last four years.

In	1854-55	Rs. 781-0
	1855-56	1144-8
	1856-57	1508-0
	1857-58	1361-0

The number of boys studying in this School on the 30th April, 1857 was 176. During the year under review there were 45 admissions and 81 withdrawals, so that there were only 140 names on the rolls of the School on the 30th April, 1858. Of this number 123 were Hindoos, 15 Mussalmans and 2 Christians. Of the Hindoos again there were 50 from Bengal and 73 from Behar. The statement in the margin exhibits the classes of people that form the strength of our School and the fact that the sons of people connected with the public offices and courts form the larger portion of them. It is this class of native society that has a desire for the acquisition of English knowledge.

Pleaders,	2
Mooktears,	7
Writers,	16
Amlahs,	35
Other Government Officers,	22
	82
Zemindars,	18
bankers,	4
Tradesmen,	16
Hindoo Priests,	11
Native Physicians,	4
Teachers,	1
Servants,	4
	58

The daily average strength of the scholars during the last year was 154½ and that of attendance 137⅔ being in the proportion of about 89 per cent. This is an improvement to that of the previous year when there were only 86 per cent. in attendance. Of the 17 boys who obtained prizes for regular attendance 9 were present throughout the whole year without missing a single day, 3 only one day in the year, 2, two days, and 3, three days.

There were four candidates for the University Entrance and Junior Scholarship examination from the 1st class of this School. They were all unsuccessful in obtaining the requisite number of marks so as to entitle them to the honor. The first of these students having failed on two successive years to obtain scholarship, left the School immediately after the examination. A certificate according to the new rules issued by the Director of Public Instruction has been granted to him. The remaining three boys are still prosecuting their studies in this School.

Muthoora Nauth Ghose,
Gungadher Banerjea,
Anundee Lall Bose,
Tarince Pershad.

The annual general examination of the School was

the Secretary, the Head master, Baboo Ramchand Sircar the Deputy Post Master, and Baboo Shama Shunker Biswas translator to the Dewany Adawlut. It commenced on the 7th and ended on the 20th March last.

First Class consisted of 12 boys. The subjects of their study during the year were the books fixed by the Senate of the university for the entrance examination. Four of them competed for the entrance and scholarship. The remaining eight were examined by Baboo Dwarkanath Chatterjee who reported:

"I examined this class in History, Grammar, Geography, Literature, Geometry, Zoology and Vegetable Physiology taking each subject a day. I am sorry I cannot say I was satisfied with the manner in which the pupils acquitted themselves. In the first three subjects some of the senior boys passed a tolerably good examination but the acquirements of the rest were defective. In Zoology, Vegetable Physiology and Geometry there was a total failure. Some of the senior boys even could not explain what is meant by respiration and what are the distinguishing marks between Mammalia and Vertebrata. In Geometry they could not prove that the three squares on the three sides of an equilateral triangle are equal to one another. This unsatisfactory result of the examination is attributable to the various changes among the masters of this class that took place during the year. Baboo Gooroochurn Mittre was in charge for 7 months, Baboo Chundermohun Banerjea for 3 months, and Mr. Godfrey for 2 months."

The Second Class consisting of 25 boys and under the tuition of Baboo Chundermohun Banerjea was examined in the different branches of their studies by the Secretary also. He reported:

"I devoted five days in the examination of this class taking one subject on each occasion. The subjects of their studies were Reading, Explanation, History, Geography, Grammar and Arithmetic. The pronunciation of some of the elder boys was defective, but the generality of them failed to explain in correct and idiomatic Urdoo what they read. They translate the passages literally, and find difficulty in expressing themselves in their own homely style. They have read only a few pages of Marshman's Brief Survey of History and in this with the exception of 6 boys, they were very correct in their answers. In Grammar and Geography also they passed a tolerably good examination, though about six of them showed complete

ignorance of the subjects. On the whole I was satisfied with the progress made by this class."

* * * *

We have much pleasure in recording the interest taken by some of the zemindars and other native gentlemen of respectability in the welfare of the School. There is a fund of Rs. 125 at present in the hands of the committee contributed by the residents of the station for being distributed as prizes for regular attendance. Ranee Jankey Coomary and Khama Soondry repeated their annual donations of silver medals, and have expressed a desire of doing the same every year, Baboo Ramchand Sircar the Deputy Post Master awarded a silver medal also during the last year to the best proficient in general history. Mohasoy Dwarkanath Ghose who hitherto made an annual donation of Rs. 30 for distribution as prizes among the boys for regular attendance, has this year requested the committee to devote his annual donation to the purchase of a silver medal and to present it to such a student as shall excel others in using to advantage the Library books.

Chuckerdhur Pershad, a pupil of the 1st class obtained the Jankey Coomary medal of 1858 for being the best in the School during the session in English language and literature. The Khama Soondry medal of 1858 for proficiency in Urdoo was competed for by the whole School and a boy of the 2d class Lolit Narain Singh by name, won it. The Deputy Post Master's medal was awarded to Gungadhur Banerjea of the 1st class for having excelled others in the written History examination. Besides these books, prizes to the amount of Rs. 87-3 of which 44 was obtained from Government and 43-3 from the regular attendance prize-fund were distributed during the session to boys for general proficiency and regular attendance.

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The proposition for the erection of a new *pucka* house capable of containing the Government School and the Public Library has received the sanction of Government and the department of public works has been ordered to prepare plans and estimates in communication with the Director of Public Instruction. This edifice as you are already aware is to be constructed out of a fund of Rs. 12,500, contri-

buted by Baboo Mohendronarain of Gidhore and the committee for the management of the Bhaugulpore Public Library.

Since the date of the last report the Library attached to the School has been arranged in a better way, a new catalogue has been formed and every book numbered and classified according to the subjects they treat of. There are at present 967 volumes of useful English and vernacular works, of which 188 have been added during the year under report. A large number of duplicate and triplicate works, of which mention was made in the last report, have since been disposed of. There are still about 125 books of that description in it and arrangements are being made for their speedy disposal. The Library is extensively used by the teachers and senior pupils, and permission has been given to educated natives unconnected with the institution to take advantage of it. Since the time sanction of Government to the erection of a house capable of containing the Government School and the Bhaugulpore Public Library has been received, accommodation has been afforded in consultation with the Inspector of the division to the Public Library in one of the empty rooms of the present School house. This measure is expected to produce great good. While it would afford increased facilities for reference and research to the teachers, it would also benefit the Institution greatly by the presence of constant visitors.

We have every reason to be satisfied with the conduct and qualifications of the different teachers attached to this School.

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PURNEAH SCHOOL.

SECRETARY.—R. ALEXANDER, ESQ.

HEAD MASTER.—BABOO KHETTER MOHUN MOOKERJEE.

The Purneah School was established on the 2nd December, 1853, so that it may now be said to have been 4 years in existence.

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There have been 7 meetings of the Committee during the year under

report, and the Members, since January last, visited the School with more regularity in monthly rotation than during the other three quarters of the session. Mr. Harrison, the Inspector of Schools, visited the School in February. He, as well as the members of the Committee, found every thing in good order and progressive style, whenever they called at the School, as is borne out by their remarks in the visitor's book.

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It is no matter of surprize that the school has not increased much since last year, but it is a happy thing to be able to state that it has kept up its healthy tone amidst the deplorable course of events of the past year, instead of being considerably reduced or even disappearing altogether as has been the fate of some of the sister institutions in Behar. The following statement will better shew the numerical strength of the School.

Number on the Rolls on the 30th April, 1857, ...	66	
Ditto admitted during the Session, ...	32	
	——	98
Ditto withdrawn ditto, ...	14	
Ditto struck off ditto, ...	16	
Ditto dead ditto, ...	1	
	——	31
Number on the Rolls on 30th April, 1858, ...		67

Of this number, 44 are Hindus and 23 Mahomedans, drawn from the classes of society as per margin,* exhibiting, as usual, the preponderance of the children of the people connected with the Courts and Public offices.

* Vakeels, ...	11
Mookhtears, ...	13
Amlahs, ...	20
Native Doctor, ...	1
Servants, ...	9
Zemindars, ...	6
Banker, ...	1
Shopkeepers, ...	3
Gomashtas, &c.	3
	67

Schooling fees.

The amount of tuition fees collected during the year was Rs. 440-10, being Rs. 53-14 more than that realized during the last year and Rs. 148-2 more than that obtained in 1855-56. This augmentation in the Schooling-fees is owing to the increase of numbers during the early parts of the past year. Hence it will be seen that in the face of so many

untoward and paralyzing circumstances, the institution is still making its way, irresistibly as it were, towards its growth to the rank of long-standing Schools of other Zillahs, which from all appearances it is soon destined to attain.

At the last distribution of Prizes Mr. Harrison, the Inspector, offered a reward of 32 Rs. for general proficiency in Urdu and translation to be competed for by the 1st and 2nd classes. The boys were examined on papers furnished by the Donor and the vivâ voce part by Moulvee Abdool Azeez; their replies and the remarks of the vivâ voce examiner having been forwarded to him, Mokundlall received the prize. Besides the above, several European and native gentlemen of the station have offered prizes for the encouragement of the pupils, a list of which is herewith appended.

LIST OF PRIZES OFFERED.

Names of Donors.	Designation.	Amount.			Subject.
W. H. Brodhurst, Esq.	Judge, ...	16	0	0	General proficiency.
R. Alexander, Esq.....	Collector,....	16	0	0	Regular attendance and general good conduct.
H. Balfour, Esq......	Magistrate, ..	10	0	0	General proficiency.
F. J. Earle, Esq.	Civil asst. Surgeon, ...	10	0	0	Ditto.
T. Walton, Esq.	Asst. Magte.	10	0	0	Ditto.
Babu Kallyprosono Roy,	Depty. Collr	10	0	0	
J. J. Cave, Esq.	Surburakar,..	5	0	0	English.
R. D. Coury, Esq.....	Planter, .	5	0	0	Ditto.
C. Palmer, Esq.	Zemindar,	3	0	0	
Moulve Abdool Azeez,..	P.S. Ameen ..	5	0	0	Urdu.
Babu Radhanauth Bose,	Depty. Collr.	5	0	0	Geography.
J. Walker, Esq.	Depty. Magte.	5	0	0	History.
	Total Co.'s Rs.	100	0	0	

Brief Abstract of the Examination. The Annual General examination of the School commenced on the 26th April and continued with a little interruption to the 5th of May. It was conducted by the members of the Committee and Mr. G. Walker and Baboo Radhanauth Bose and Kallyprosono Roy.

* * * *

The result of the examination shows that the progress made by the boys during the year has been satisfactory.

Messrs. Brodhurst and Balfour examined all the classes in Literature and Grammar, the former taking the 1st and 3rd classes together with the 1st Section of the 5th class, and the latter 2nd and 4th classes with the 2nd Section of the 5th class.

"The 1st class has acquitted itself very fairly in the subjects in literature.

"The examination of this class (2nd class) in the Readers (Prose and Poetical) and Grammar was satisfactory."

* * * *

Mr. Walton remarks:

I examined the 1st class in the undermentioned branches and my remarks are these.

"The boys in this class have passed very creditably in Geometry, especially those at the head of the class.

"The examination in Arithmetic has not been very satisfactory with the exception of the first three in the class.

"I have examined this class in Algebra, and the boys have acquitted themselves very creditably."

"With the exception of 3 boys, viz. Khetter Mohun Biswas, Shama Churn Mookerjee and Mokundlall Roy, the examination in History has not been very satisfactory."

I examined the 2nd class in the following subjects and remarked.

"I have examined this class in Geometry and am glad to be able to say that the boys have acquitted themselves very creditably.

"I have examined this class also in Dictation and the generality of the boys acquitted themselves well."

* * * *

Dr. Earle remarks on the classes he has examined.

1st Class. "Only three boys in this class appear to have paid particular attention to Mechanics, the boy Mokoond Lall acquitted himself very well and appears really to understand what he has learnt.

"In Geography this class has not passed a satisfactory examination; it appears to me that they have been trying to learn too fast. They should be well acquainted with one portion of their studies before proceeding to others."

Mr. Walker who examined the 2nd class in History makes the following remarks:—

"The History of Bengal has only been taught in the Second class for the last year; from what I can judge they are getting on very creditably. Ten boys are in this class, two of whom are absent, the remaining eight I have marked."

Baboo Radhanauth Bose who took the Geography and Arithmetic of the 2nd and 3rd classes writes as follows:

"I have examined the 2nd class in Geography and Arithmetic. The boys passed the examination very creditably in both the branches, particularly the first three in the list."

* * * *

Baboo Kally Prosono Roy examined the 1st and 2nd classes in Translation, and the 3rd in Dictation, he remarks:—

"I examined the 1st class in translation from English into Urdoo and vice versâ, and was satisfied with the progress made by the majority of the students in that branch of their studies. The passage they translated from Urdu into English was rather a difficult one and with the exception of one only, they understood it thoroughly."

"I examined the 2nd class in translation, and the boys, with the exception of 3, passed the examination satisfactorily. I was particularly pleased with one Rugghunauth whose production was rather better than could be expected. In reading over the translations, however, I noticed a number of bad spellings, and I think that had I examined this class in dictation I would have met with the same result as in the 3rd class."

* * * *

The improvement made by the boys has already been remarked in detail; I may now, in general, observe that the diligence and labour with which the boys of the 1st, 2nd and 3rd classes have pursued their studies during the two years, since which Urdu has been introduced into the School, is certainly praiseworthy; should they continue to study the Urdu books in the class, with the same attention, they will in a short time make a marked improvement in them and in Urdu idiom. The boys of the 4th class are all well up, and seem to have read with diligence and attention. The 5th class boys, who have been but recently admitted into the School, will, I hope, pay due attention to their studies in future. The Urdu master appears to

have exerted himself greatly in the instruction of the boys, but in consideration of the labour and pains he has to undergo, his salary, I think, is small.

* * * *

School building.

The School is still held in the same hired Bungalow to which it was first removed in 1854, it stands very much in need of a thorough repair, which the owner is not willing to make, and it is not unlikely that the School will soon experience the want of even this Bungalow, wretched as it is, for it will hardly survive the ensuing rains.

The former estimate of the School-house drawn out by Captain Impey having been found to be greatly in excess of the sanctioned amount, Lieutenant G. Craster, the present executive engineer of the division, has been directed by the chief engineer to submit another plan and estimate for the same building. Lieutenant G. Craster lately forwarded to the committee a rough sketch of his plan, which has been returned to him with suggestions of some alterations which the committee considered necessary. So we shall have to walk the old path anew, which may take another three years to come to a certain issue, whereas the necessity of a house has become almost imperative and the sooner it is commenced upon the better. I would recommend that the committee be allowed to build a School-house themselves.

General remarks on the Head Master and the other Teachers.

The progress shown by the boys at the yearly examination is very creditable to the Head master, Baboo Khettermohun Mookerjea, and other teachers, and I attribute the satisfactory state of the School entirely to the exertions of the former, who has invariably shown that he takes a real interest in his work and uses his best endeavours to promote the interests of his School. The other masters have also in their several places done their duty well.

MOZUFFERPORE SCHOOL.

SECRETARY.—J. WESTON, ESQ.
HEAD MASTER.—MR. T. P. MANUEL.

It would be sufficient to say (without going into any superfluous details as regards causes) that the Mozufferpore School is at present attended by

Hindoos,	57
Mohamedans,	4
and Christians,	4
Thus forming a total of	65

Christians,	4
Judicial Officers,	2
Vakeels,	9
Mooktears,	8
Amlahs	22
Writers,	9
Teachers,	2
Zemindars,	3
Bankers,	3
Zemindaree servants,	3
Total,	65

These again belong to the community marginally noted. The majority of course is in favor of the Amlahs, affording a fair criterion for judging to what degree education is appreciated by the Natives who attend our courts.

* * * *

From January, the School has been under the energetic management of Mr. T. P. Manuel, late of the Patna High School, and the committee is bound in justice to the merits of that officer to confess that short as has been his stay in the station, he has still for all that made up much by his tact and general efficiency of tuition and supervision. For all the good services that he has performed for the amelioration of the interests of the School, he was publicly complimented by the president of the committee on the prize distribution day, and I have only here to add, that concurring as I do with the opinion thus publicly expressed, I myself can bear testimony to the

zeal and ability he has brought to bear in the efficient discharge of his duty.

Wishing to familiarise the students of the 6th year class with the formalities of the entrance examination, for which they will have to prepare themselves next year, the Head Master called upon the committee to carry on the annual examination on a grander scale than in years past. For this purpose, it was fixed that the annual examination should begin on Monday the 5th April and be carried on in the following order, each member coming singly and examining the four higher classes in one distinct subject daily:

Monday, the 5th April, Geography, G. L. Martin, Esq., C. S.

Tuesday, the 6th April, History, H. L. Dampier, Esq., C. S.

Wednesday, the 7th April, Mathematics, A. Simpson, Esq., M. D.

Thursday, the 8th April, Grammar and Literature, E. Dacosta and C. P. Caspersz, Esqs.

Friday, the 9th April, Translation, J. Weston, Esq.

Persian and Urdu Literature, the Head Master.

The two last classes (i. e. the 1st and 2nd years) were examined by Mr. Manuel in every branch of their studies.

1st Class.

History—Mr. Dampier being unable to attend, deputed Mr. William Boate, the Deputy Collector and Deputy Magistrate to carry on his duty. The following is his report:

"The result of the examination in history passed by the students of the 6th year class in the Mozufferpore School was on the whole highly creditable both to themselves and to their Master Mr. T. P. Manuel; 23 written questions were set. The answers were readily given, and for the most part correct as respects facts, but the language in which they were expressed was more or less faulty. The subject was well got up, and I consider those boys who have obtained the highest number of marks as the best."

Mathematics—Dr. Simpson writes as follows—

"*Geometry*, 10 present. They evidently understood what they had learnt, and reflect credit on Mr. Manuel's careful teaching.

"*Algebra and Arithmetic.*—In Algebra and Arithmetic the replies to the questions were not so correct as in Geometry; but considering the nature of the questions and the time taken in working them out, the result on the whole was satisfactory."

Literature and Grammar.—Mr. E. Dacosta reports as follows:

"The pupils in this class have made a creditable proficiency in their studies. The progress made by the boys of this class is highly creditable to the Head Master, Mr. Manuel, by whom they have been taught."

* * * *

It would not be out of place here to mention that Mr. Martin, the Judge of the district offered a gold mohur for the best English composition—The 6th year class competed—the subject was the Life of Alexander the Great, and Azidbux gained the reward.

2nd Class. Twelve pupils, average age 15.4—Teacher Baboo Kallipersunno Ghuttuck.

Geography.—Mr. Martin says:

"The examination of this class was conducted *viva voce* and most of the boys acquitted themselves creditably.

Arithmetic.—Dr. Simpson says, "In this class the majority have obtained more than half the number of marks. The boys probably worked out their answers hurriedly on account of time being so limited."

Literature and Grammar.—Mr. E. Dacosta says: "The boys who came up for examination in this class acquitted themselves tolerably well. The pupils are not so familiar with this branch of the study."

* * * *

Mr. C. P. Caspersz who examined the 3rd and 4th classes in English Literature and Grammar, does not report on their progress or improvement in these subjects, but contents himself with the following general remarks.

"I would suggest the expediency of insisting on the pupils in the 3rd and 4th years classes speaking English at School, and I am of opinion, they would make greater progress in their studies, if required to explain in English what they read instead of doing so in Hindoostanee and Bengalee as appears to be the rule at present. The pupils should also be exercised in their lessons by examples from familiar objects and not confined merely to the book."

* * * *

The boys of the Mozufferpore School have made great progress in their Persian handwriting, and Moonshee Koolahpersaud deserves great credit for the pains he has taken in making them good writers,

specimens of their caligraphy in *nustaleakh Shufea* and *Skikust* styles of writing were laid before the committee and elicited praise from all present. Burmoh Dutt, Gokhool Chowdry and Bydeanund are, however, the first, second and third best, and to them the three prizes for writing were awarded.

The committee have already expressed their entire satisfaction with the labours and exertions of Mr. Manuel; they have only left to remark that they approve of the discipline enforced in the School. They cannot but speak in terms of praise of the quiet manner in which business is carried on, and they are bound to add that whenever they visited the institution, they invariably found the students neat and clean in their dress, and correct and orderly in their behaviour.

The Head Master, while mentioning with satisfaction the mode in which the 2nd and 3rd masters have performed their duties, expresses a wish that Baboo Kallipersunno should pay more attention to the vernacular of Behai, i. e. Urdoo; and that both he and Baboo Bishoon Sahai should redouble their exertions in attending to the wants of their classes and thus keep up the reputation of the School." "With the Moulvees and the Persian Moonshee," adds Mr. Manuel, "I am entirely satisfied."

Although several of the boys of the first class are partially fit for public employ, the Head Master would yet decline to recommend any for the purpose, his reason for doing so is that, as the pupils of this class are all candidates for the Calcutta University examination, he does not deem it advisable to induce them to leave School now, without obtaining the entrance examination certificate. Tempting as a *Mohurirship* may appear to a boy now, yet in the long run of life, it will lose much of its seeming charms and in all probability cause lasting sorrow to those whose prospects of success are so fair now.

SARUN SCHOOL.

SECRETARY.—R. J. RICHARDSON, ESQ.
HEAD MASTER.—MR. W. HANVEY.

The Sarun School was opened on the 1st May, 1854.

The gentlemen composing the Local Committee of Public Instruction have, considering the times, been pretty regular in visiting the School in their respective months by rotation.

Owing to the large increase of pupils in the last class, a 4th Master, Baboo Dinonath Ghose of the Gyah School was, on the 21st of July, appointed on a salary of Rs. 30 per mensem, payable from surplus Schooling-fees. At the instance of certain respectable native residents of the district a Madrissa Department had also been attached to the Establishment, but it scarcely existed over 4 months, failing, as mentioned in the sequel, for want of funds.

* * * *

The Committee regret it is not in their power to record any increase in the number of scholars. On the contrary there has been an extraordinary decrease brought about by circumstances entirely beyond their control. The last Annual Returns exhibited a total of 128, and now only half* that number are under instruction. The Institution was steadily and most satisfactorily advancing, and had even attained so many as 140 students on the Rolls about the middle of June last, when it received a severe shock from the disturbances that ensued shortly afterwards in the vicinity of the district. The Bengali youths, with but 1 or 2 exceptions, seceded in a body, the Madrissa Department was abolished in default of local contributions, and several boys who

* viz. belonging to

Vakeels,	4
Mooktears,	5
Amlahs,	15
Mohurir,	1
Stamp Vendors,	3
English Writers,	7
Zemindars,	10
Darogahs,	3
Overseers, D. P. W.	3
Shopkeepers,	5
Native Physician,	1
Brahmin,	1
Servants,	6
Total	64

visited their homes in the interior during the long vacation, never returned. The fact, however, of 8 re-admissions having taken place within these 2 months would afford some ground to hope that with the restoration of tranquillity, the numerical strength of the School might also be gradually recovered.

The attendance, 75 per cent. has been as satisfactory as circumstances would admit.

No changes have taken place in the economy of the Institution save that the system of "marks" recommended by the "Committee for the improvement of Schools," has been introduced with manifest advantage in the emulation it maintains among all the boys.

The only student in the First Division of the 1st Class went up for the University Entrance Examination, but failed.

The General Examination of the School commenced on the 3rd and continued with little interruption up to the 12th of April.

Subjoined is a list of the Examiners in the several Departments noted opposite their names :—

R. J. Richardson, Esq. .... Geography.

H. Atherton, Esq. .... History.

W. F McDonell, Esq................. Mathematics.

A. Fleming, Esq. M. D. .... Literature and Grammar of the first two classes.

The Head Master,.................... All the English Studies of the 3rd and 4th Classes.

The Mahomedan Law Officer, ... Arabic.

The Deputy Inspector,............... Persian.

The following is an abstract of the result of the Examinations.

Geography.—1st Class, Section B.

"The boys gained 67, 56, and 51 marks respectively out of a total maximum of 80."

2nd Class, Section A. "The result of the examination of these boys was altogether indifferent."

2nd Class, Section B.—"The students in this Section seem to possess a much better knowledge of orthography, in fact to be generally more intelligent than those in the higher section."

History.—1st Class, Section B. "The answers of the first boy show considerable intelligence, those of the 2nd are fair, and the last boy has

done as well as could be expected from his attendance, which, I understand, has been irregular from indisposition."

2nd Class, Section A. "The first question is answered too discursively, while the first part of the second, has been generally misunderstood. All the other answers are tolerably satisfactory as far as the subject-matter is concerned, but they are replete with orthographical errors and, in some instances very ill-expressed. On the whole these productions are rather poor specimens of English Composition and Penmanship."

2nd Class, Section B.—"Examined orally, Good 3. Middling 6. Bad 2. Result very fair."

Mathematics.—1st Class, Section B. "These boys have done remarkably well, and the way in which they answered the questions reflects great credit on Mr. Hanvey."

2nd Class, Section A.—"Did not do as well as I could wish, and I do not think they have improved much since the last Examination. The boy who has won the prize answered all the questions correctly, but his spelling was disgraceful, 'weaks' for weeks, 'howers' for hours, 'squire' for square, &c."

2nd Class, Section B.—"The Students in this Division answered very fairly, in fact they seem to be much better Mathematicians than those in Section A. The first set of questions was answered correctly by 5 boys, three additional questions by 4 out of the 5, and finally two more questions by 2 out of the 4."

Literature and Grammar.—1st Class, Section B. "The boys gained 34, 31 and 31 marks, respectively out of 42."

2nd Class, Section A.—"The boys were examined in Grammar, Writing from Dictation and Reading. I do not think their progress is so great as observed at last year's Examination."

* * * *

The Head Master, Mr. W. Hanvey, has, throughout the year, been most attentive to his duties and it is not his fault that the School has detoriorated so much. In a year like the one which has passed, no amount of energy and determination could have kept the boys to their work, and therefore the progress in the various studies has not been marked by any very favorable result. "Of the Junior Masters," writes the Head Master, "while I have not had generally to complain, I have nothing particularly favorable to say. Sheikh Chumroo, the Acting 2nd Master, labours hard enough, but certainly not with the efficiency of 'the right man in the right place' and Baboo Dinonath

though otherwise well qualified, proves somewhat deficient in energy, which may be, in part, attributable to his frequent indisposition. The Moulvee has conducted himself with uniform attention and assiduity." He adds, "In estimating the progress made in their studies by the Scholars, allowance must be generally made for the disturbed times, as well as, in the case of the Junior classes, for the change of masters."

* * * *

ARRAH SCHOOL.

SECRETARY—DR. R. F. HUTCHINSON.

On hastily reviewing the events of the past eventful year, it will at once be apparent that such a document will principally be of a negative character. It will treat rather of what has not been done than of what has really been effected in the way of education.

As this district has been more or less disturbed since July last, the attendance at the School has been very limited, and however anxious and willing the natives might be to avail themselves of the benefits of education, still the unsettled state of affairs prevented them from doing so.

Since the out-break, the School was in its most flourishing state in April last, when the daily attendance averaged 37.

There have been no meetings of the committee during the past year and with one or two exceptions there have been no visitations of the School.

Everything belonging to the School furniture, maps, books, &c. were destroyed, and have never with the exception of a few spelling books, been replaced. The boys use the books they saved during the outbreak.

There has been no examination of the School and consequently no distribution of prizes. In fact, education has been at a discount and will remain so as long as the district is disturbed.

There is no School-house. The building erected for that purpose was first used as a cutchery, but is now occupied by troops. The School then adjourned to the dispensary, but was soon ejected. It then took possession of Koer Singh's house, of which it has a very uncertain tenure.

From great press of professional duty I have had no opportunity of testifying the qualifications of the masters or scholars, I find that the monthly expenditure of the School amounts to nearly Co.'s Rs. 200 while the returns rarely amount to Co.'s Rs. 10.

CHOTA NAGPORE SCHOOL.

SECRETARY.—J. DAVIS, ESQ.

You will observe by the report that these disturbances caused the School to be closed from 1st August to 2nd November, 1857, and the absence of the English School Master from January till the close of the year, without a substitute capable of conducting his duties, will sufficiently account for the little progress made by the boys during the year 1857-58.

The annual examination was conducted by Captain Dalton, Commissioner, Major W. H. Oakes, Deputy Commissioner, and Captain G. N. Oakes, Principal Assistant Commissioner, all ex-Officio Members of the Local Committee. I was absent from the station on duty from October 1857 till the 12th of May last.

SYLHET SCHOOL.

SECRETARY.—H. NELSON, ESQ., C. S.
HEAD MASTER.—BABOO OMOCHURN DASS.

The schooling-fees realized during this session, and remitted to the local treasury, amount to Company's Rupees 756, being 194-8 annas less than the sum reported last year. This is to be attributed to the falling off in the number of students, since the increase of the rate of the schooling-fees. Fines, which are levied on account of absence without leave, amount only to 5 Rupees 12 annas, which speaks excellently well for the average attendance of the scholars.

* * * *

The annual examinations of the School were conducted by the members of the Local Committee.

Second Class.
Taught in all subjects by the Head Master.

Three out of the four boys of this class offered themselves as candidates, and went to the Dacca College to pass the Junior Scholarship and University Entrance examinations.

* * * *

The masters have been regular in their attendance, and from the creditable results of the examination appear to have exerted themselves in the performance of their duties. The falling off, of the number of boys on the rolls, is in no way to be attributed to any want of zeal and energy on the part of the masters, but *solely* to the increase of the Schooling-fees.

The accompanying list, will show the prizes which the members of the committee and the zemindars have given for distribution amongst the most proficient students of the School.

* * * *

The visiting books of the three preceding quarters have been forwarded and returned. It will appear from the remarks of the visitors,

that they were well satisfied on the whole with the discipline of the School.

List of Prizes to be awarded to the Students of the Govt. School, Sylhet.

Class.	Nature of the Prize.	Name of the Donor.	Subjects.
3rd, ...	Ten Rupees Books	M. Shawe, Esq.	History.
4th, ...	Eight ditto ditto.	ditto	ditto.
5th, ...	Six ditto ditto.	ditto	ditto.
3rd, ...	Seven ditto ditto.	H. Nelson, Esq.	Mathematics.
4th, ...	Five ditto ditto.	ditto	ditto.
5th, ...	Four ditto ditto.	ditto	ditto.
3rd, ...	Eight ditto ditto.	Baboo Shoroopchunder Roy.	General Proficiency.
4th, ...	Seven ditto ditto.	Moulvee Abdul Kadir	ditto.
5th, ...	Five ditto ditto.	H. M. Ward, Esq	ditto.
6th, ...	Five ditto ditto.	Brojo Soonder, Chowdhance.	ditto.
7th Sec. A.	Five ditto ditto.	Baboo Tariny Churn Roy.	ditto.
7th Sec. B.	Five ditto ditto.	" Brojonath Chowdry.	ditto.
7th Sec. C.	Five ditto ditto.	" Joggonath Roy.	ditto.
3rd, ...	Five ditto ditto.	" Kistopersad Dass.	Geography.
4th, ...	Five ditto ditto.	ditto ditto	ditto.
5th, ...	Five ditto ditto.	W. Walker, Esq. and Baboo Gooroochurn Das.	ditto.
6th, ...	Four ditto ditto.	Baboo Chundercoomar Dass.	ditto.
3rd,	Five ditto ditto.	Baboo Shamachurn Chatterjea.	ditto.

MYMENSINGH SCHOOL.

SECRETARY.—C. H. CAMPBELL, Esq.
HEAD MASTER.—BABOO BHUGOWAN CHUNDER BOSE.

The expense incurred on account of tuition is Rs. 4,106-13-3½ being Rs. 2-9-3 per student a month, out of this Rs. 1-3-½ a head is contributed by the boys, so it costs Rs. 1-6-2½ to Government to educate a pupil.

The amount collected on account of Schooling-fees and fines is Rs. 1,898-15 exclusive of arrears of fines for the last quarter of the year. This shows an increase to the extent of Rupees 67-2 over the collections of the previous year.

As only one student of the School competed for a Junior Scholarship in April 1857, the medals promised by three of the most opulent zemindars of the district remain undistributed.

The whole of the boys of the first class having gone to Dacca to pass the Entrance Examination to the Calcutta University, the annual examination did not include that class.

The examiners were C. H. Campbell, Esq.
C. E. Lance, Esq.
P. F. Bellew, Esq.
H. J. Reynolds, Esq., and
Baboo Bykunt Nauth Sein.

Besides the tabular statements shewing the result of the examination, the following remarks were made by these gentlemen.

Second Class.—Mr. Campbell remarks :—

"I regret to be unable to give a favorable opinion of this class as regard their knowledge of English. The highest mark obtained out of a maximum of 100 was only 60. They seemed to have but a faint idea of the meaning of what they read either in prose or poetry. It is quite impossible with such an imperfect knowledge of English, that they should derive much benefit from the study of History, Geography, &c. Many of them, however, are

very young and I understand that their Text Books did not arrive till after a considerable part of the year had elapsed. Under an improved system of teaching which the head master has now introduced, I have no doubt the progress of the Second Class during the current year will be much more satisfactory.

" Geography.—This examination was conducted by means of written questions and answers. I am sorry I cannot pronounce favorably on the proficiency of the boys in this branch either. Many of them had got up by rote the general whereabouts of many places, but they were without exception utterly ungrounded in the primary elements of the subject. The answers that I did get from a few regarding the shape and size of the earth, latitude and longitude, &c. evidently shewed that their attention had not been drawn to such points, a due understanding of which is of course essential to any real knowledge of Geography. They had not even got up by rote the elementary Chapter of their Text Book. The head boy for instance in answer to the question—' What is the circumference of the earth?' replied 196,000,000 of square miles.

" History—written questions.—Their answers also in this department were very indifferent and the English bad. All they did know had been merely got up by rote, and could convey no meaning to their minds. As observed above, their deficiency in English must have militated much against any real progress in this branch."

Arithmetic and Algebra.—Mr. Lance remarks:—

" There were two questions in the arithmetic which I am sorry to say none of the boys understood. In the Algebra they did generally well."

Mr. Reynolds remarks:—

" I have examined the Second and Third Classes in English Grammar, and the 4th class in English Grammar and the History of Bengal. I am very well satisfied with the answers of the 2nd class boys. The full marks assigned for the paper were 50 and the first 3 boys each obtained 45. No boy obtained less than half the number of marks, and the average was considerably above this. I am also satisfied from the boys' answers, that they not only know the rules by rote, but in general understood and can apply them."

* * * *

Mr. Reynolds remarks:—

" The boys of the Second Class have acquitted themselves well on the whole in Geometry. The full number of marks for the paper was 40; and the

second boy of the class, who gained the highest number of marks, obtained 37. The answers of this boy, and of the first, third, and tenth boys, were very satisfactory. Only three boys have failed to obtain half the number of marks; two of these, the eleventh and fourteenth boys, have given in papers which show that they have either no power of comprehending geometrical propositions, or no diligence in the pursuit of the study. The more elementary propositions were, in general, answered well; the attempts at the two propositions of the Second Book were, in general, more or less failures. Even many of the boys who evidently comprehended these propositions and the general principles on which they are to be proved, yet omitted some important link in the chain of deduction. I must further remark on the extreme carelessness with which these papers are written, and the ill-drawn diagrams by which the propositions are illustrated. Squares and circles of mathematical exactness are not required, but an examiner has a right to expect that his trouble should not be needlessly increased by his having to decipher an almost illegible scrawl, and compare it with an almost unintelligible diagram. I have, in some cases, given a lower number of marks on this account. I observe with satisfaction that the boys have evidently been accustomed to work out the propositions for themselves with different letters from those used in the text books. On the whole I consider that the result of the examination of this class in Geometry is satisfactory, and that the boys appear well grounded in the elements of the science."

* * * *

General Remarks :—There is no increase in the number of students in the School. This, if it proves any thing, shews, not that the institution has fallen in the estimation of the people, but that the elementary English Schools in the interior of the district, six or seven in number, have commenced to work well. There have been 82 admissions and readmissions into the School during the year. The number of dismissals and withdrawals during the same period was 93. Of these, eleven have obtained employments either in the public offices, in village schools, or as private teachers to Zemindar's sons. Some, especially the younger boys from the lower classes, have got admission into the vernacular School at the Sudder Station, evidently with a view to rejoin the institution after they have obtained vernacular stipends lately sanctioned by the Government. How many others have entered the village Schools from the same motive or from the circumstance of their being situated close to their homes, the

Local Committee have not been able to ascertain. In December a letter was received from the Inspector of Schools to report how far the suggestions of the Committee for the improvement of Schools could be carried out at this Institution without entailing additional expense on Government, some of these have already been introduced, and the Local Committee are glad to observe they have been found to work well. Others, the more important ones, cannot be carried out without increased expenditure. In December, the funds of the School were found enough to cover the expense of entertaining another assistant master on 60 Rupees and a pundit on 20 Rupees a month, whose employment they then recommended. The surplus in favour of the School at the end of the year also leads to the same favorable conclusion. It is reasonable to expect that with an increased establishment the Local Committee will be able to open another elementary class of 25 or 30 students, the materials of which already exist in a private class from which the strength of the School has hitherto been recruited. This, with the enhanced rate of Schooling-fees that must be enforced in the first four classes in the event of the proposed improvement in the instructive staff being sanctioned, will make an addition to the resources of the School of 50 or 55 Rupees a month.

* * * *

In conclusion the Committee beg to record that the conduct and industry of the masters during the past year have given them much satisfaction. The Head Master Baboo Bhugwan Chunder Bose is a most valuable man to the department and evinces great zeal and ability in the discharge of his laborious duties. He is endeavoring to introduce important reforms into the manner of teaching, and the Committee have little doubt that the progress of the students in English and other branches will be much benefited thereby during the current and in future years.

BOGRAH SCHOOL.

SECRETARY.—A. J. JACKSON, ESQ.
HEAD MASTER.—BABOO BHUGGOBUTTY CHURN GHOSE.

The School numbers 82 pupils, divided into 4 classes, the last being subdivided into 3 Sections.

In March last the Schooling Fee of the First class was raised to one rupee, the other classes continuing to pay as heretofore a fee of eight annas a month.

* * * *

The First class, consisting of 10 boys of the average age of 18 years, was examined in the Scholarship course, except Bengalee, by Mr. Jackson, whose report is subjoined:

"In this class, 7 boys were examined in Mathematics and 6 in the remaining subjects. The rest were reported to be sick.

"The performance of the class in English Literature was creditable and shows considerable progress during the year.

"In Mathematics the whole class, I regret to say, showed an amount of ignorance of rules, and carelessness in working out the questions, which was very discreditable to them.

"In History the performance was very good. All the boys but one obtained a good proportion of marks.

"In Zoology and vegetable Physiology the answers were full and correct. The text books had evidently been read with industry, but the knowledge gained was the result of an effort of memory, and not of understanding. The answers were almost invariably in the words of the book.

"In Mechanics, Jadub Chunder Lahory has acquitted himself creditably. The performance of the rest of the class is indifferent.

"In Geography no boy obtained half of the full number of marks.

"In conclusion I would mention that the boys appear to me to get up their subjects entirely from memory, and not one of their other faculties appears ever to be brought into play. Where this partially fails a very important portion of an answer is frequently omitted without in any way affecting the conclusion. This would not be probable, if the subjects were thoroughly understood."

Baboo Madhub Chunder Chowdry, who examined this class in Bengali remarks:

"I gave the boys a passage on the duty of children to parents from English Reader No. V to translate into Bengali, and the version performed by one boy only, Hurry Mohun Lahory, appears to me to be tolerably faithful."

Baboo Soorjee Coomar Mookerjee who examined the 2nd class reports:

"This class numbers 15 boys of the average age of 15.3 years of whom 12 presented themselves for examination. The result may be considered favorable.

"The pupils were examined in written questions on all subjects except Literature. In the vivà voce examination, they were requested to read and explain one of their past lessons in Prose and Poetry. The majority read and construed the Prose piece better than the Poetical one. Even in Poetry the Reading and explanation of 2 or 3 boys were pretty fair. The defect noticed in the reading was the putting of wrong emphasis and the clipping of words. That observed in the construing was imperfect understanding of figures and inapt illustration of the similies. A fixed number of identical questions were put to each boy on this subject. Few of the boys gave pretty correct answers, but others failed entirely. One fact however, was patent from both examinations, that the pupils felt difficulty in expressing their ideas, and in spelling words correctly, especially those who were promoted last year from the third, as they were quite unprepared for the class then. With the view of removing this difficulty they should be made to write and speak English more frequently than they do now."

Baboo Madhub Chunder Chowdry who examined this class in Bengali observes.

"I observe that the 3 boys named in the margin* acquitted themselves creditably. I beg to propose that the usual prize be awarded to the first mentioned boy, Shoshee Bhooshun, for the favorable result of his examination. It may perhaps not be amiss here to state that the Teacher of this class (the Second) spared no exertions to improve his pupils in this important branch of study."

* Shoshee Bhooshun Mookerjee.
Khetter Mohun Banerjee.
Jadub Chunder Sirkar.

* *

The School appears to be rising steadily in the estimation of the community.

The committee have reason to be satisfied with the conduct and attendance of the masters generally. They regret, however, that constant indisposition has prevented the Head Master from bestowing the time and labour upon the boys which they have previously received from him.

DINAGEPORE SCHOOL.

SECRETARY.—F. A. ELPHINSTONE DALRYMPLE, Esq.
HEAD MASTER.—BABOO GOOROO CHURN CHATTERJEE.

* * * *

There was a falling off in the numerical strength of the School during the period under (review from 143 at the close of the session 1856-57 to 107,) on account of many of the station omlahs not having brought back their families and children after the Doorgah poojah vacation, as they had no confidence in the safety of the station in case (as it was expected) of a mutiny among the Sepoys and Cavalry at Julpigooree.

* * * *

Dr. Amesbury has offered a prize of Co.'s Rs. (20) twenty to the best Book-keeper and Arithmetician among the students.

* * * *

The Committee were satisfied with the conduct of the masters. They have been regular and attentive in the discharge of their duties.

The Annual Examination of the School commenced on the 20th and closed on the 23rd of April. It was conducted by the members of the School committee, Messrs. Elphinstone Dalrymple, Reily and Browne, kindly assisted by Captain Fryer and Mr. Garstin. Baboo Bejoy Chunder Chuckerbutty examined the classes in Bengali.

The following is an abstract of the result of the examination.

The first class was composed of two Sections. The first section, consisting of four boys, competed for Junior Scholarships. The 2nd Section, consisting of 9 boys, 3 of whom were absent on account of ill-health, were examined by Mr. Browne in Literature and History, and Mr. Garstin in Mathematics. Mr. Browne says:

"I think these boys have acquitted themselves very creditably considering the system followed in this School. I think, however, that the method followed induces the boys to cram and not to think. I have therefore been unable to give many full marks, as the boys have nearly throughout displayed powers of memory unaccompanied with any other power of reflection."

* * * *

Mr. Garstin says:

"I examined this class, they appear to understand their subjects very fairly but are scarcely quick enough in working out sums in Arithmetic given to them."

* * * *

The Second class consisting of 12 boys, one of whom was absent on leave, was examined by Mr. Reily, he says:

"The progress of the boys during the last year has been above the ordinary standard in almost every branch of their studies and particularly in history. The only subject in which they appear to disadvantage is in Grammar. I recommend Koilash Chunder Ramessur Moozoomdar and Prankisto Mullic for prizes, and feel bound, in justice, to record that the master of this class, Gobind Chunder Baboo has been indefatigable in the pains he has taken with his class and has redeemed the slur which had been passed upon his class last year for its deficiency in orthography. Great credit is due to the masters in general for their exertions, as they had been deprived, for the sake of accommodating the Naval Brigade, of their School house and huddled up since December last in a small Bungalow erected for the Vernacular School at the station in which they have been pent up in rooms measuring 8 × 8, being the Verandahs of the Bungalow matted in for the accommodation of the School. Should there be a dearth of funds for the erection of a separate Bungalow for the English School I would suggest that the Government be charged a hundred Rupees monthly for the School house of which the School has been deprived and that the committee build a separate Bungalow for the School placed under their supervision."

SIBSAGUR SCHOOL.

SECRETARY.—CAPT. HOLROYD.
HEAD MASTER.—MR. L. INGELS.

Mr. Whiting examined the 1st class in the English Department. This class consists of five young men.

Mr. Whiting reports,

"I have much pleasure in expressing my entire satisfaction with the progress made by the class. The general style of reading, the pronunciation and definition of words, were of high order. In grammar the class appeared more at home perhaps than in other branches; still in every branch I satisfied myself that the young men had not merely acquired a mass of words, but had also a practical knowledge of their studies. The whole Examination showed that the Head Master, Mr Ingels, had faithfully devoted himself to the interest of the class."

Mr. Thornton reports:

"I examined the boys of the 2nd class and found them pretty well up to their studies as far as they had gone."

GOWHATTY SCHOOL.

SECRETARY.—W. H. BROWNLOW, ESQ.
HEAD MASTER.—MR. J. R. D. CAMERON.

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Owing to press of business none of the members of the committee were able to take part in the examination, which was therefore entrusted solely to Mr. Cameron and the sub-Inspector of Schools.

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There are 6 Vernacular Scholarship-holders, 3 of whom were admitted during the year. Of these lads, Thanessur Jogoye is deserving of honorable mention.

* * * *

GOWALPARAH SCHOOL

SECRETARY.—CAPT. W. AGNEW.
HEAD MASTER.—BABOO SINDURAM DASS.

The institution is supported partly by funds accruing from local subscription, and partly by a Grant-in-aid from Government.

The Committee is composed of the individuals mentioned in the margin,* and meets when the business of the School demands it. The members also visit the School occasionally.

Capt. W. Agnew, Principal Assistant Comr. and Collr.
Dr. G. Ridsdale, Civil Surgeon.
Quazi Golam Hackuai, Pl. Sudder Ameen.

Schooling Fees are demanded, the boys of the Bengalee classes paying one anna, and those of the English Department four annas monthly. The total sum collected on this account during the year was Rs. 259-15-0, leaving Rs. 2-5-0 outstanding at its close.

* * * *

The instructional establishment consists of a Head and Second Master for the English Department, two pundits, and an Oordoo Moonshee, who have all conducted their duties in a very creditable manner; as has the Deputy Inspector, Wootsubanund, a young man of most exemplary character, and very attentive to his duties.

* * * *

The School house was burnt down in April last, every attempt to save it having proved unsuccessful. I have provided temporary accommodation for the different classes till the ensuing cold weather, before which time it is impossible to rebuild the house for want of suitable posts, and good thatching grass.

DARJEELING SCHOOL.

FROM THE REPORT OF THE SUPT. OF DARJEELING, DR. A. CAMPBELL.

HEAD MASTER.—MR. W. V. DUNSMURE.

I have the honor to report that I held the annual examination of the Government School here yesterday.

I was accompanied by Mr. Stoelke who has a private School here, and by Mr. Chapman of the Civil Service from Beuleah.

There were 18 boys present, the first English class composed of 4 boys, the Second of 5, and the vernacular classes of 9.

Upon the whole I was pleased with the progress made during the last 6 months. The boys who have attended regularly read and pronounce English very fairly, and the progress in Writing and Arithmetic is creditable to the Pupils and Masters.

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PAUTSHALLA.

FROM THE REPORT OF PUNDIT ESWAR CHUNDER SURMA.

The number of pupils on the Roll of the Pautshalla on the 30th April, 1858, was 321. The pupils were classified as follows.

1st Class, ...	26
2nd Do, ...	19
3rd Do, ...	21
4th Do, ...	31

5th Do,	26
6th Do,	25
7th Do,	25
8th Do,	25
9th Do,	30
10th Do,	21
11th Do,	33
12th Do,	39
	321

Removal of the School.

The building in College Square formerly occupied by the School being in a dilapidated state and not having sufficient accommodation, the institution was removed to a convenient building on the Bow Bazar Street. The new site being at a greater distance from the Native town than College Square, there was at first some decrease in the number of pupils, but the institution has since regained its former numerical strength.

Annual Examination.

The Examination was conducted by Pundits Dwarkanath Biddyabhoosen, Chundra Kant Tarkabhooshen and Juggomohun Tarkalanker of the Sanscrit College who in their Reports have expressed great satisfaction at the progress of the pupils and at the manner in which they acquitted themselves.

The Superintendent and the Instructive Staff.

The Superintendent and Teachers have afforded satisfaction by the diligent and attentive discharge of their respective duties.

* * * *

DACCA NORMAL SCHOOL.

[FROM THE REPORT OF THE SUPERINTENDENT OF THE SCHOOL, MR. S. C. ARATOON, TO THE INSPECTOR OF SCHOOLS, EAST BENGAL.]

I have the honor to submit the Report of the Dacca Normal School from its establishment to the 30th April last, that is for a period of 16 months. I should have in strictness confined myself to the year May 1857 to May 1858, but as the School itself was established only a few months before this period, I thought it better to lay before you its whole progress up to date.

The Training School, and its first difficulties.

The Normal School contains the Training Institution and the Model School. The former was opened on the 8th January last year under peculiarly trying circumstances. The candidates from Furreedpore, Burrisaul, Dacca and other places presenting themselves for admission were only 19 in number, and the first Superintendent Mr. Lawler coupling this fact with the rumours prevalent in Dacca about the impossibility of interesting the natives in Vernacular Education began to doubt whether the Normal School would flourish in such a place. But his energy and perseverance were equal to the occasion. He wrote to the different Sub-Inspectors in your district and posted notices in Dacca itself, inviting candidates. In a short time 80 presented themselves, and after a careful examination of three days, 56 were admitted as stipend-holders, and some 20 more as free Students. These latter were selected as a reserve from which vacancies in the Training School could be filled up in preference to raw and undisciplined outsiders.

Model School.

As soon as the Training School was put into an efficient state, Mr. Lawler opened the Model School on the 1st March of the same year, with a view of offering greater facilities to the Training Institution in acquiring the art of Teaching by practising it here. The boys of the Model School at first paid a fee of one anna, but the numbers soon becoming too great for the Superintendent alone to exercise full vigilance the fee was increased to two annas. But the School still increased in numbers and the Superintendent not having regular teachers at hand, appointed 25 Scholarship-holders to have the management of this School 'till he was aided. At your request a Gooro Mohasoy, an Arithmetic Teacher, and eventually a Circle Pundit were attached to this School. I regret to state that this School, until very lately, has been very irregular in its attendance.

It was very favorable for the prosperity of the Institution that the first Superintendent, besides possessing the usual qualities necessary to conduct a Normal School brought with him a good knowledge of the colloquial Bengallee, a thorough insight into the character, habits and customs of the Bengallees and not the least was his knowledge of Education as it had been practised in India. His visit and that of his successor to the Santipore Seminary under the Rev. Mr. C. Bomwetch, at your request, may rightly be termed the best gifts to the Dacca Normal School. It is impossible for any one to visit that Seminary without deriving sound and enlarged views on native Education. I therefore beg to express for myself and predecessor our sincere thanks to you for having sent us there and to the Rev. Mr. Bomwetch for having permitted us to examine and observe all his arrangements and improvements.

The duties of the Supdt. in the class room.

The two main divisions of subjects read here are the Sciences and literature, with the former the Superintendent is expected to possess better acquaintance than with the latter and therefore confines himself to the sciences while the assistant takes up the Bengallee and Sanscrit literature. This plan has been adopted from the beginning, and it permits both the Superintendent and Assistant each to do his work well and conveniently. According to the present arrangement the Superintendent on three days of the week teaches 3 hours per day and on the rest of the days 2 hours, and the assistant also has the same number of hours to teach per week. The hours in which they are not engaged, they superintend the work of the Model School, or draw up bills, returns and reports.

Changes, &c.

Since the establishment of the Institution the following changes have taken place. Mr. W. Lawler opened the Institution and continued till the 20th July when he received the appointment of Interpreter to the Supreme Court of Calcutta. Baboo Obhoy Churn Roy officiated till 18th November, when I arrived. He drew an accumulated salary of Rs. 187-8 per month. The change of Superintendents so soon after the establishment of the Schools was not in itself a desirable event. To this drawback the effect of the two panics in Dacca may be added. The first which occurred on the 12th June reduced our schools to 284 boys, after this it rose again to 305, when the battle of the 22nd occurred in which the Sepoys in the Lall Bag were defeated, this victory instead of restoring confidence here, disheartened the natives to such an extent, that trade and commerce seemed to stand still; we suffered more than on the former occasion, our numbers fell to 240, and it has taken several months to bring the numbers up to 274, and yet I fear the way in which they attend, will compel me at the end of every month to strike off the names of at least 16: they hardly know what regularity of attendance is, much less the advantages arising from it.

State of the Schools in November, 1857.

When I arrived, I found a good beginning had been made, the first and apparent difficulties of a new School had been met and surmounted and the Schools themselves had been at work for some time and now there hardly appeared any thing more for me to do but to keep the Schools in as efficient a condition as I found them, and if possible to introduce one or two improvements, such as the introduction of the art of Teaching as a regular subject of study and the improvement of the system of tuition carried on in the Model School by our pupil Teachers. All my attention has been directed to the improvement of attendance of the boys at the class rooms, and the drawing up of an abstract of registers which shall include every thing necessary to make up the Quarterly Returns in a couple hours instead of as many days.

Art of teaching.

With reference to the art of teaching I found that according to the plan laid down by Mr. Lawler some 25 boys of the Training School taught in the Model School, and that they received the attention of the Superintendent and assistant at an average of an hour and 12 minutes per week, while the rest of the Training Institution were left to themselves on this most important subject. I was therefore obliged to strike off an hour thrice a week from their Geography lessons and devote it to the art of teaching. Sometimes my Assistant and myself directly address the class on the subject, at other times some 6 or 8 boys of the Model School are brought before them and taught by the students, after which we offer remarks or point out where they were successful and where they failed. The note-books of the Teachers are often read out with a view of calling forth remarks from the class. This is the most interesting hour to us all. The Pestalozzian System is well understood by the majority of our boys. During these discussions our own note-book is being filled up with remarks on the capabilities of each student and as soon as a vacancy in the list of our pupil teachers in charge of the Model School occurs, we have some always ready to take their places.

System of tuition in the Model School.

With reference to the system of tuition carried on in the Model School, I found that hardly one of those who had charge of a class felt his reputation and character or future prospects at stake while teaching. It was, I may say, a continued effort to shake off their duties and difficulties on others. Knowing that I had very good material from which I could select teachers to take the entire management of the Model School and dispense with every aid in the shape of regularly paid teachers, I selected 15 of the most promising students and appointed them as teachers in the Model School for three months. As there were 5 classes, 3 went to each class, and thus their time was not so fully occu-

pied as to retard progress in their studies. They and their pupils are treated in examinations as rigorously as if the one had no classes to occupy a minute of their attention, and the other as if regular teachers had been fixed to their classes. If the acquirements of the pupil teachers do not in the examination come up to the standard, notice is given them to prepare for a second examination, to shew how far they are qualified to retain their Scholarships. In their classes if any want of energy or care is observed on their part they are at once sent back to the Training Institution, and better teachers are substituted. The only inducement held out to them is a certificate of proficiency in the art of teaching. Four have obtained such certificates, and are well deserving of encouragement. I have tried this plan for the last four months and find it succeed admirably. I have no hesitation in saying that in this way the work of the Model School can be carried on without either the Arithmetic teacher or the Gooroo Mohasoy. The pupil-teachers would be greatly encouraged to exert themselves if the allowance made to the two teachers just mentioned, were distributed among them with a small increase of three rupees. For the future management of the Model School I beg to propose that 5 of our best pupil-teachers be attached to its 5 classes on an increase of three rupees to their stipend. This will at once shew to all the Training Schools that success in the art of teaching will immediately meet with its reward. To each of the 5 pupil-teachers thus appointed I should attach 3 or 4 of the most promising students as assistants or real workers while the former would occasionally come in to see that things are going on well, as soon as the assistants understood the art of teaching thoroughly, they would give place to others and so on. We should then have a continued supply of trained teachers, ready at a moment's notice to go out as circle Pundits. I am glad this arrangement has succeeded, for after September our Normal School will be split into three classes, as ought to have been done from the commencement, and we shall have very little time to look after the Model School, and unless we had teachers on whom we could confide, the Model School would fall off. It is of the utmost importance to the Training School to have a good Model School connected with it to answer as a feeder and as a field of labour.

Attendance.

By taking precisely at 11, the time of opening the schools, the registers of all the classes, and marking, as not present, all who do not answer, the disagreeable sight of boys dropping in from 11 to 11½ is avoided. Work therefore commences in our school, except on fee-collecting days, a few minutes after 11. At this time either myself or assistant go round and take the abstract of registers and know pretty accurately the state of the schools. The Schools have improved much in regularity of attendance, but still there is room for more. The following will briefly shew how far we have progressed notwithstanding all difficulties.

	Normal.		Model.		Total.		
Feb. to May, 1857	95	+	165	=	260	32 per cent. average absence.
May to Augt., 1857	97	+	207	=	304	32	Ditto.
Augt. to Nov., 1857	96	+	187	=	283	29	Ditto.
Nov. to Feb., 1858	94	+	149	=	243	24	Ditto.
Feb. to May, 1858	90	+	177	=	267	21.7	Ditto.

Since the last Quarterly Return we have reason to be satisfied that while the numbers of the boys are daily increasing, their attendance is getting better, but until the average absence comes down to 10 per cent. I shall not consider myself successful. From what I have seen already I think the fault is more with the parents. I cannot pass over the regularity of the Training Institution without observing that their attendance is daily getting better for the last two months, their average absence has been 10 per cent.

As there are evident traces of a steady increase of our pupils of the Model School notwithstanding our strictly enforcing our rules of regularity of attendance, I beg urgently to bring to your notice that the school rooms cannot conveniently hold above 230 boys at a time, and

School house and premises.

we have had during the last few days 220 and sometimes 226 boys. The Training School numbering 84 men sit, under the present circumstances, in a room 25 by 16 and the heat of their room is beyond endurance. Unless a Punkha is kept constantly on the move, the men become dull and sleepy and our lessons suffer. The other class rooms are also more or less crowded.

Library.

Our Library is by degrees becoming worthy of that name, but the small allowance, Rs. 15, made to us monthly prevents us from purchasing a good number of books at a time and thereby saving not only a deal of time in writing for the books from Calcutta and waiting perhaps a whole month for them but we should on account of the large discount be able to purchase more with the same amount. It would be better for us to receive a year's supply in advance. Besides our regular work of teaching which in itself takes up a good deal of our leisure we have to draw up our monthly bills, quarterly returns, our reports, &c. in all of these we have 2 and generally 3 copies, not the least troublesome part of our work is the distribution of 700 or 800 Rs. per month to at least 120 people. From the nature of our bills, &c. we can expect little or no assistance from our boys, very few of whom know a word of English.

We have adopted the following plans subject to your decision with reference to the Stipendiary Scholars of our school, 1st when a vacancy occurs

Rules for Stipend-holders.

either from students being sent away as circle pundits or removed by death or struck off for any grave offence, the best students, that is, those who ob-

tained the highest marks in the next lower grade in the last quarterly examinations take their places. 2nd, In these examinations the students of every grade must pass in the following subjects; History, Geography, Natural Philosophy, Sanscrit and Bengallee Literature, Arithmetic and the art of teaching. No Student can any longer hold his place if he obtains marks much less than those assigned to his grade, that is ⅔ of the aggregate marks for the 5 Rs. grade, ½ for the 4, and ⅓ for the 3 Rs. grade. I am happy to be able to state that in the last examination when there were only three vacancies to fill up in the 5 Rs. grade, the whole of the 4 Rs. and 3 Rs. grades and Free Students were examined: the 4 Rs. grade as a class was superior to the 3rd, and the 3 Rs. grade to the Free Students, there were of course exceptions. Those who did not obtain the marks of their grade will have to stand a second examination, if they fail again they must give up their places to better students. 3rd, With reference to the Moffussil and Free students I think they ought to stand in the same grade as our students getting 3 Rs: if they are unable to do so, they may be better engaged in the 1st class Model School than in the Training Institution. 4th, In the case of students absenting themselves on false pretences, or being dishonest in examinations, or being guilty of similar faults they at once lose their Scholarships and become Free Students. These rules have at once thrown new life into the Training Institution. Every Scholar is now comprehending our views on these subjects, and carelessness or idleness will at once disappear from among them.

Gymnastic exercises.

No system of School education can be said to be perfect or nearly so without comprehending Gymnastics. My predecessor well observes in his last report "the body and mind being so closely allied, I lay equal stress on the uncovered as on the covered schoolroom." And if in any country it is most needed, it is in lower Bengal. Comparatively few among the natives could refrain from ridiculing a teacher who associated with his scholars in the play-ground—science and sport are totally separated in their minds, the sedate and demure Gooroo Mohasoy is ever their pattern of School Masters. Mr. Lawler dispelled the illusion in a few months and since his time Brahmins or Soodro alike amuse themselves in racing or cricket or in other games. When I first joined the Institution and ordered up from Calcutta a good set of bats, balls and wickets, cricket was played with the greatest good will and zeal. I was even told to grease the ball with lard to keep it longer in good condition. As often as the ball was knocked over into the Hospital and fell into a drain there, it was kicked out by them and then rubbed dry on the grass. With all the disadvantages of national prejudices and a dress in no way suited to active exertions, gymnastics have obtained a firm footing in our Institution, and will continue to do so as long as the Superintendent does not think it beneath him to take off his coat and be a boy for a time. It is only in the play-ground that the teacher sees the full habits and feel-

ings of his pupils and therefore can at a time of sport impart to them sound moral education He can at least check and control and perhaps bend to another channel anger, jealousy, and ill will, and draw forth and encourage patience, perseverance and forbearance. Little can be done in the hot and rainy seasons

Teachers supplied by the Training Institution.

Since the establishment of the Normal School there have been sent out as Pundits, eleven students, a number comparatively small when the great outlay made by Government for providing good teachers for the masses of Lower Bengal, is taken into consideration, but as the School has only lately been established we could not be expected to turn out a larger number, and even these Students though perhaps advanced enough in their knowledge of Bengallee and Sanscrit were not quite in a state to take charge of a class or school and work it to advantage having little or no experience in the duties of a teacher and many of them were only for a short time with us. When our Institution is fully in an efficient state we could send out as Pundits about 25 Students yearly. These could be conveniently taken from the 3rd year class. If the Model School in connexion with us were well looked after and it yielded the majority of the Training School, we should then be enabled to send out a Superior class of teachers. Hitherto we have had a raw and undisciplined set of students in the Normal School, and our lessons have suffered much from their want of attention and regularity. Many of them are puzzled at the commonest facts of Geography and Astronomy, the roundness of the earth, the eclipses, the duration of light and darkness at the poles, &c. &c., are subjects that require to be repeatedly explained to them the early impressions they have received from their Shasters on these subjects cannot easily be eradicated; if these difficulties are met in the Model School, we shall with advantage lead them further in their studies when they are in the Training School.

* * * *

In concluding this report, I have great pleasure in bringing to your favorable notice Baboo Obhoy Churn Roy my assistant. He has fully gained my confidence by his devotion to his work, his strict integrity, his attention and diligence in the discharge of all his duties. He is thoroughly acquainted with the Sanscrit and Bengallee, and his knowledge of the English is good. He thoroughly understands the duties of a teacher. The late Superintendent entertained similar views of him. In fact he is all that a Superintendent could wish as a colleague. The circle Pundit's instructions in Bengallee are eagerly desired by the elder boys of the Model School. I have found him very expert in the art of teaching. In every thing else he has given me satisfaction. I should much wish to see this man regularly attached to our school when the Training Institution is split into three classes.

SCHOOL OF INDUSTRIAL ART.

FROM LIEUTENANT E. C. S. WILLIAMS, ENG.
Inspector, School of Industrial Art.

TO W. GORDON YOUNG, ESQ.
Director of Public Instruction in Bengal, Calcutta.

The 18th August 1858.

SIR,—The Hon'ble Court, in a Despatch to the Public Department, No. 35 of 1857, dated 18th February, desired to be furnished with further particulars as to the plan on which th School of Industrial Art is conducted and as to the results hitherto obtained.

2. This was forwarded to me with your No. 422 of the 2nd May 1857 with a request for a report. I had then been Inspector of the School but for a short period, the School itself had been a good deal disorganized owing to the death of the teacher of Wood Engraving and Drawing; and the changes in the Secretaries. I therefore deferred this report, judging that at the close of the year 1857-58 the Society would be in a fair position to put the Hon'ble Court in possession of the information required.

3. The Honorary Secretary, Mr. H. Scott Smith, in whom the Hon'ble Court will recognize one of their Educational Servants, has accordingly prepared at my request a report up to that date, which being just ready, I have the honor to forward six copies of.

4. There is little for me to add, save to supply a few details which it occurs to me may be of interest to the Hon'ble Court and come within the scope of their desire, and to touch upon some points of Mr. Smith's report which are suggestive rather than narrative, and as such remarks as I may thus make must also be of a suggestive nature, a copy of this will be forwarded to the Secretary for communication to the Committee of Management.

5. A copy of the rules of the Society is enclosed. They are excellent. The main object of the Society as therein stated, "Shall be the establishment and maintenance of Schools (not one School) in which instruction of a practical kind shall be given," such Schools also were to be self-supporting as far as possible; but this idea has proved utterly chimerical as regards the only School yet started by the Society.

6. In the outset it was proposed to teach, 1 Elementary Drawing, Drawing from Models and Natural objects, and Architectural Drawing.

2. Etching and Engraving on wood, metals and stone.

3. Modelling, including Pottery.

In furtherance of the Society's views, a School was opened in Calcutta on the 14th August, 1854, in the house of Rajah Pertab Chunder Singh with instruction in the arts comprised in the first of these headings, and in Modelling.

Subsequently in November 1854 Baboo Heraloll Seal granted the use of a building rent free up to the 31st May, 1856, charging since then a low rent for the premises. The Society is therefore much indebted to the liberality of these gentlemen.

7. In February 1855, a music class was proposed and in my opinion its introduction very properly postponed sine die.

8. About the same time a wood Engraver arrived from England. He was also a Lithographer, so that both these arts were then introduced.

9. The following scheme of study was laid down from 1st August, 1855.

" Every student entering this School will, for the future, be required to go through a course of Elementary Instruction in the following subjects, on the completion of which he will decide, in communication with the Professor and the Secretary, as to the particular Department of Industrial Art which his inclination and capacity render it most desirable he should enter.

ELEMENTARY COURSE.

1st Class.—Linear Drawing.

2nd Class.—Geometrical Drawing.

3rd Class—Outline Drawing and Drawing from flat models.

4th Class.—Drawing from Solid Models.

The above classes will meet daily from half-past 6 to half-past 8 A. M.

The above course will be completed in about 60 lessons. The course necessary for those who intend to become Lithographers will be somewhat longer. The fee for attendance will be one rupee a month.

After completion of this course the Student will enter one or the other of the following Departments.

Modelling and Moulding Department.	Engraving and Lithographic Dept.	Dept. of Higher Drawing and Painting.
Instruction in Drawing and in Modelling (with moulding) on alternate days of the week from half-past 6 to half-past 8 A. M. Rs. ans. Fee 2 8.	Instruction in Drawing daily from ½ past 6 to ½ past 8 A. M. in Engraving or Lithography from 12 o'clock to 4 for four days in the week. Rs. ans. Fee 2 8.	Instruction daily from ½ past 6 to ½ past 8 A. M. Fee 2 Rs. (until the Student commences Painting.)

" In each of these Departments a certain number of students selected for superior skill and diligence will become apprentices and receive a portion of all profits derived from the sale of works upon which they may be employed. It is expected that in a short time a regular income will be derived from orders for Plaster of Paris casts, Engravings, &c. In addition to the above classes, a class will be formed for such persons (adults) as may wish to learn Drawing and Painting more as an accomplishment than as a means of liveli-

hood. The fee will be 5 rupees a month, and will meet three times a week from 11 to 12 A. M. or at such other hour as may afterwards be agreed on."

10. And this scheme has since been generally followed, subject to casualties amongst the teachers which have caused a lapse in the teaching of Wood Engraving of about a year from the autumn of 1856 to that of 1857, and in Lithography from the latter period to the present time. Thus, then, Architectural Drawing was in 1855 eliminated, while Etching and Engraving on Metals, and Pottery have never been introduced. But in the last year, thanks to the zeal and liberality of the Honorary Secretary, Photography, or more correctly speaking Photographic Printing, has been introduced. This branch of art will, I feel assured, recommend itself to the Hon'ble Court's favorable notice, and I take the liberty of forwarding an Indent for apparatus, &c. which, I trust, they will with their accustomed liberality and appreciation present to the Society, so that this art may be fully developed in connection with its School.

11. Mr. Smith reports fully on the progress made in the different arts taught in the School. I need only briefly refer to this part of this subject. The Drawings and Photographic prints sent herewith speak for themselves as do the Wood Engravings attached to the report. The Moulding and Modelling Department has, from the first, been kept up and has arrived at a great degree of excellence. Decorations in Plaster of Paris and figure-drawing are not exactly what the end of the School should be, in my opinion. They are however, the most attractive branches to the Native Students, the chances of remuneration being, as yet, to their view, greater. Photography will ere long become a formidable rival, I trust, as also would Wood and Line engraving (if the latter could be introduced), but the art of engraving will be slow in taking up its proper position on account of the long unremunerative attendance that even tolerable proficiency in it demands. To ensure the production of a class of good Engravers, articles of Apprenticeship, as were originally contemplated by the Committee of the Society, would appear to be necessary.

12. I would recommend the re-introduction of Architectural Drawing together with Machine Drawing.

13. As to teaching brickmaking, I quite agree with Mr. Turnbull (see appended letter to Honorary Secretary's report) as to the uselessness of introducing it into the School, but pottery, which is advocated both by him and Mr. Adley, should be taken up when feasible, not in the present School, but in another one, especially for the purpose, in developement of the original idea of the Society of having *Schools*; and it appears to me that such a School might be established at the place mentioned by Mr. Turnbull (Putherghattu) where pottery clay is abundant. It is a mistake to confine the Society's labors to the Presidency Town.

14. But these suggestions for extending the scope of the School imply a

state of the finances which, I regret to say, exists not. The attached yearly statement of receipts and disbursements since the Society was founded, shows how little aid it now meets with from the Public, in fact the Government almost entirely supports the School, the Subscriptions at present being less than 90 Rupees monthly and donations having almost altogether ceased. The support of the Public during the first two years of the Society's existence was most liberal (one gentleman having contributed the munificent donation of Rs. 1000) and I sincerely trust that the publication of the Society's present report and the exhibition about to be held will re-awaken public interest in it, in a practical manner. The Committee might be more active on this point than they have been during the past two years. I have not failed to impress this on them, but I believe the remedy is to be found in getting on the Committee some of the Members of the leading firms here interested in the advance of Art and Manufacture, and this is now being attempted.

15. There were on the 30th of April, 1858 in the School 51 Students and since its foundation there have been up to that date 504 names on the rolls. The following details are interesting and the fact of eleven of the first year's pupils being still in the School is encouraging.

Students admitted from Augt. 1854 to Apl. 1855, ...	263
Left the School, ...	210
Remained on the 30th April, 1855, ...	53
Admitted from May 1855 to April 1856, ...	73
Total	126
Left the School, ...	78
Remained on the 30th April, 1856.	48
Admitted from May 1856 to April, 1857, ...	83
Total	131
Left the School, ...	70
Remained on the 30th April, 1857, ...	61
Admitted from May 1857 to 30th April, 1858, ...	85
Total	146
Left the School, ...	95
Remained on the 30th April, 1858, ...	51

Average number remaining at the end of each year 53 pupils.

Statement showing number with details of Students who remained at the end of each Session.

1st Session or 1854-55.	2nd Session or 1855-56.			3rd Session or 1856-57.				4th Session or 1857-58.				
	Of those who joined.			Of those who joined.				Of those who joined.				
	In 1st Session.	In 2nd Session.	Total.	In 1st Session.	In 2nd Session.	In 3rd Session.	Total.	In 1st Session.	In 2nd Session.	In 3rd Session.	In 4th Session.	Total.
53	28	20	48	17	5	39	61	11	2	6	32	51

N. B. The first Session was from August 1854 to April 1855.

Average duration of attendance of those who quitted during the 1st Session .... 2 $\frac{73}{108}$ months.

Ditto ditto 2nd ditto, ... 3 $\frac{17}{38}$ „

Ditto ditto 3rd ditto, ... 8 $\frac{14}{36}$ „

Ditto ditto 4th ditto, ... 7 „

Total number of Students of each race admitted from August 1854 to April 1858.

Europeans, ...	2
East Indians, ...	137
Bengallee (Hindoos), ...	356
Bengallee (Mahomedan), ...	7
Hindustanees, ...	2
	504

16. It may be presumed that the large number of pupils who presented themselves during the 1st year of the School's existence is attributable to the novelty of the scheme and probably to a good deal of canvassing amongst the natives. The average duration of attendance of those who quitted the School was at first very small, which favors the idea that many pupils were attracted to the School for a short time from sheer novelty, without any fixed intention or desire to remain.

17. The average number of pupils on the rolls at the end of each year is 53, while the actual number at the end of the last year 1857-8 is 51. At the end of 1855-56 only 48 remained, so that there has been no great falling off in the attendance. This, however, denotes, that the School has made no progress in attracting pupils towards it; but such will ever be the case, when the mass from which the students must and should be drawn, are natives, who

are so destitute of enterprise and require proof-positive that the goal to which the study leads is a remunerative employment.

18. In stirring up the committee to more activity in the management of the School in July 1857, I wrote as follows:

Para. 2. "I take this opportunity of drawing your Committee's attention to the great fallingoff of late in the private subscriptions to the support of the School. Formerly they amounted monthly to some 200 Rs. whilst now scarcely Rs. 100 is realized, so that the School is almost entirely dependent for its existence on the Government grant. That this is not a healthy state, your Committee will, I feel assured, join with me in considering, and will, I trust, take energetic measures to remedy. Since the School has been under my inspection, some six months ago, I have watched it narrowly and observed with pain that it has ceased to advance. A state of progress is the only healthy one and this would soon be reproduced were a more active interest (by visiting, &c.) in its success exhibited by the few who still continue their subscriptions, whilst the School itself, its ends and objects and the means to accomplish the same, being more in mind would be more frequently spoken of in Society, acquire that prominence which would develope a general public interest in its welfare and prosperity, and its supporters would in this ever-varying place no longer fail to be recruited.

"I cannot but think that it is to be regretted on some grounds that the Government grant is a fixed sum. Had it been variable and proportioned to the Subscriptions realized, the necessity for active canvassing for subscriptions would have been stimulated if not superseded by the incentive, thus held out."

19. Since 1st June, 1856, the Government grant has been on its present footing but the School has throughout and previous to this period had a precarious existence.

20. So far back as October 1855 the Committee prayed that the School might be taken up and supported by Government, but this was declined as the Government preferred to leave "the entire management and conduct (subject only to the ordinary rules of inspection) of the School to the Gentlemen of the committee who have hitherto with so much zeal and liberality brought it into existence and raised it to its present state of efficiency."

21. This prayer was repeated early in 1856, but the Right Hon'ble the Governor General in Council, though admitting the necessity of superintendence (such as exists in Dr. Hunter's School at Madras) thought that, for the present, the Committee and the Directors' visits would suffice for the due management of the School.

22. And, when it was necessary to arrange for new teachers from England the committee were compelled to solicit the Government to continue the grant of Rs. 600 a month, allowed to the Industrial School of Art in Cal-

cutta, for a period of two years from the date* of their arrival in India. To this the Government consented, providing that, in the event of the School being broken up or the present grant being withdrawn within the period of two years, they would continue to pay the Teachers engaged in England for the unexpired portion of their term of engagement whatever salary (not exceeding 300 per mensem) may have been promised to them by the School Committee, on condition, however, that both the Teachers shall serve in any other Educational Establishment to which the Government may see fit to appoint them.

23. It was ultimately found necessary to obtain from England only one teacher, in Drawing and Wood Engraving. He arrived on the 6th November 1857 and was engaged on a salary of Rs. 250 a month, so the Government is bound to the Society on his account until the 6th November, 1859. Owing to an omission on the part of the late President of the Society in entertaining him in England, it was not provided in the contract that, he should serve in any other Educational Establishment to which the Government might see fit to appoint him. He has however since his arrival been induced to sign an agreement to serve in any Educational Establishment *in Calcutta*. Should this teacher's engagement be determined at the expiration of these two years (and of this 6 months' notice is necessary on either side) he will be entitled to a free passage back to England. The other teacher (moulding and modelling) is engaged for 8 months from 1st July, 1858, with 4 months notice of termination of contract on either side.

24. From the 20th para. it will be observed that a high opinion was in 1855-56, entertained by Government of the works of the School. It will be seen that the School continued to command the good opinion of Government for the Junior Secretary to the Government of Bengal in para. 3 of letter No. 175 of the 15th February, 1857, thus addressed the Government of India by direction of the Lieut.-Governor.

"The merits of the School in question being already well known to the Supreme Government, the Lieut.-Governor does not deem it necessary to enlarge upon the expediency of extending to it further efficient support and he therefore simply recommends the present application to the favorable consideration of his Lordship in Council."

25. And having had the School under my constant supervision since the commencement of 1857 and with the work of the pupils now before me, I can distinctly state that there has been no retrogression, nay rather there has been positive advance, small and slow I admit, but I believe that we are all too sanguine and too exacting in this respect. We are too apt to forget how very much narrower are the walls between which the mind of a Bengalee child is reared than is the case with that of an European child. We do not bear in mind that while the latter is accustomed to pictorial illustra-

* Mr. Secy. C. Beadon's No. 588 of the 25th March, 1857.

tions from earliest youth, the former never perhaps sees such a thing till well advanced in years and the opportunity is afforded him perhaps on joining this very School. There is then another difficulty which has to be encountered, viz. the total absence of familiar illustrations. This I find not only at the Industrial School but at the C. E. College and I doubt not but that all Drawing Masters must feel it too. The only copies are those of Harding &c. which are in use in England; to understand the simplest of these, the most advanced students in the C. E. College have a difficulty, much more then must be that encountered by the young pupils of the Society's school. It would appear to be a fitting thing for the Committee to induce its drawing master, Mr. Whitley, to prepare a series of easy drawings, in Lithography, of common Indian subjects (some guarantee against loss would be necessary) and failing or in preference to this source, I conceive that it would be quite within the province of the Educational Department of the Government of India to offer a premium for a good and well graduated Series, for in omitting to teach drawing in our Schools, we lose sight of the one language common to all mankind.

26. In my report as Principal on the further developement of the C. E. College, No. 71, dated 3rd July, 1858, I urged on you the very great advantage to be derived from the introduction of the teaching of drawing into every School or College where practicable, remarking " in the presidency Institutions, there is no excuse" (for the neglect of it) " Instructors on moderate terms are to be had and might visit half a dozen different places on so many different days, and if it were known that Government would appoint drawing Masters for the Schools in the Mofussil, it is not quite chimerical to conclude that an impetus would be given to the progress of drawing in the School of the Industrial art that would lead to its becoming a Normal School in this respect; for a very high degree of art would not be required."

27. This is a point well worthy of attention, I conceive, both of the Government and of the Society. The latter, however, only exists by the liberal grant (600 monthly) of the former, the contributions of the public being so disproportionably small and the receipts from fees being necessarily trifling; whilst as to the School being self-supporting from the work done in it, it is vain to suppose that youths who have acquired a degree of proficiency in any art, will remain in the School (unless bound by articles of apprenticeship) and sacrifice a portion of the profits on work which they could with equal facility obtain outside its walls and so absorb the whole of the profits arising from it.

28. In conclusion; the Society's School has undoubtedly achieved a certain success, but whether proportionate or not, may be a question. I am opposed to the plaster-decoration shop which has been so fully developed in the School, but drawing in all branches, Lithography, Engraving, Photography and Modelling, should, in my opinion, be continued. If by means of the

School, a knowledge and certain degree of proficiency in those Arts be disseminated amongst the people and if we can prepare native youths capable of communicating the skill they have acquired to others the Society will, in my opinion, have effected a great and sufficient end, notwithstanding that it may not be the end originally proposed.

29. The position of the Society, with its School, and therefore itself, existing simply on the Government grant, is anomalous, and in relation to the educational system of the country, this grant is of quite an exceptional nature. It is, then, for the consideration of the Society whether by the introduction of some modifications the success of the School might not be more decided, and its course more in accordance with the ends which seem practicable and advisable to pursue. And at the same time it is for the consideration of the Government whether they should continue the aid now afforded to the same extent and in the same way. The obligation of Government towards the Society must not of course be lost sight of.

30. Before making any definite suggestions on these points, it would be better for the matter to be discussed in committee; a probable result of this letter. At present, I am disposed to recommend Government to undertake the entire management of the School, connecting it perhaps in some way with the C. E. College and looking to it to ultimately become a normal School for Native Drawing Masters.

The Statistical Return for the year ending 30th April, 1858, is enclosed.

I have honor to be,

Sir,

Your most obedient servant,

E. C. S. WILLIAMS, *Lieutenant*

Inspector and Hon. Treasurer School of Industrial Art.

Appendix B.

I.—Circulars, &c., issued by the Director of Public Instruction.

[*Addressed to the Inspectors of Schools.*]

Nos. 481 to 484.

Dated 14th May 1857.

Sir,—With reference to financial considerations, as well as to the inconvenience which has on several occasions arisen from the establishment, or attempted establishment, of Grant-in-Aid Schools, in too close proximity to each other, I have the honor, under the authority of the Lieutenant-Governor, to request that, in future, when sending up any application for a Grant-in-Aid, you will invariably make mention in your Report of any other School within a circle of 10 miles from the one in question, which may either have solicited, or be likely before long to solicit, a Government Grant. And, in the event of there being any such School or Schools, you will understand that the Government will expect you to show good cause why, under such circumstances, the application should be granted.

2. You will gather from this that it is not the wish of Government, as a general rule, to encourage the establishment of two or more Grant-in-Aid Schools of the same class within 10 miles of each other; but it is probable that exceptions to this rule will be somewhat more readily allowed in the case of Vernacular Schools for the lowest classes of the people than in other cases.

3. I have also the authority of the Lieutenant-Governor for informing you that he is not disposed to view with favor applications for Grants to Schools that profess to shape themselves after the model of the Government Zillah Schools, and to use English as the medium of instruction in all subjects, but whose resources (inclusive of the Grant applied for) will not enable them to entertain an establishment at all approaching in efficiency that of a Zillah School. It is probable that, generally speaking, no English School can be said to be efficient unless its Head Master is one who can command a salary of at least Rs. 80 a month ; and it will perhaps, therefore, be well if Grants to English Schools are, as a general rule, recommended only in cases where a salary of this amount is provided for the Head Master.

4. The case is, of course, different with regard to Vernacular Schools, and Schools ("Anglo Vernacular") of the intermediate class referred to in my Circular No. — dated 5th Instant. In these cases there is no objection to a salary much below the amount above indicated being fixed upon for the Head Master.

[*Addressed to the Inspectors of Schools and Principals of Colleges.*]

Nos. 515 to 527.

Dated 18*th May* 1857.

Sir,—I have the honor to request that, in future, on the receipt from this Office of any "Circular," or any communication of more than ordinary importance not requiring a reply, you will be so good as to send me a line acknowledging the due receipt of the same.

[*Communicated to the Inspectors of Schools for their information and guidance.*]

No. 693.

To

THE INSPECTOR OF SCHOOLS IN

Dated the 8th July 1857

SIR,—With reference to your letter No. — dated the — Ultimo, I have the honor to state that the savings of the kind* therein referred to may be considered as surplus funds available for purposes of extension and improvement under the orders of Government, dated March 6th 1854, provided, of course, that they are thus made use of under proper sanction, " within the (Official) year" in which they may have accrued.

[*Communicated to the Inspectors of Schools for their information and guidance.*]

No. 818.

To

THE CIVIL AUDITOR.

Dated 23*rd July* 1857.

SIR,—In reply to your letter No. — of — Instant, I have the honor to inform you that it was *not* intended that the Rule as to deduction of one-fourth of salary, which is laid down in para. 3 of this Office Circular No. 9, dated 29th October last, should apply to menial and Office servants, or to any but the Masters and Teachers attached to Schools or Colleges.

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* *Viz.*, the unexpended portion of the Scholarship Allowance, Presidency College Exhibition Allowance, and Library Allowance.

[*Communicated to the Inspectors of Schools for their information.*]

No. 882.

To

THE INSPECTOR OF SCHOOLS IN ——

Dated 4th August 1857.

SIR,—In reply to your Letter No. — dated — Ultimo, I have the honor to state, that in my opinion there is nothing in the Rules relating to Scholarships to prevent a lad who has failed at one Junior Scholarship Examination from coming up for Examination the following year, and then obtaining a Scholarship, provided he is on both occasions within the prescribed limits as to age, and that he can produce the requisite Certificates.

[*Addressed to the Inspectors of Schools.*]

NOS. 899 TO 903.

Dated 4th August 1857.

* * * * *

I take this opportunity of requesting that you will take steps, in communication with this office, for causing examinations, under those Rules,* to be held from time to time in your Division, according as circumstances may seem to render such course desirable, and that you will invariably send me, for publication in an Appendix to the Annual Report, copies of any papers of questions set under Section 5 of the Rules.

* *i. e.* the Amended Rules as to Teachership Certificates published at page 29, Appendix B. of Annual Report for 1856-57.

[*Addressed to the Principals of Colleges.*]

NOS. 953 TO 957.

Dated 10th August 1857.

SIR,—I have the honor to forward herewith a copy of the Rules lately passed for the grant of Certificates to pupils of Government Colleges and Collegiate Schools, and to request that you will cause the same to be carefully observed in regard to the Institutions under your control.

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*Rules for the grant of Certificates to pupils of Government Colleges and Collegiate Schools.**

1. No Certificate shall be granted unless the applicant shall have been at least two years in regular attendance at the College or School to which he belongs; nor unless also at the time of leaving it the applicant was, in the case of a College, in the 3rd or 4th year Class, or in the case of a School, in the highest (or first) Class. This restriction, however, is not to be held to prevent a Principal or Head Master from testifying *in the form of an ordinary letter* in his own handwriting, in answer to enquiries made of him, to any thing he may know regarding the conduct or qualifications of any lad connected with his College or School.

2. No Certificate shall be granted unless it be applied for within a period of one month (not including vacations) after the date on which the applicant may have left the Institution.

3. Every Certificate shall be in one or other of the printed Forms† hereto appended, and shall, in the case of a College, be

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* Under this term are included "Branch Schools" and Anglo-Persian Departments attached to Colleges.

† Blank Forms will be supplied to Principals by the Director of Public Instruction on application made to him.

signed by the Principal, and countersigned by the Director of Public Instruction, and, in the case of a Collegiate School, shall be signed by the Head Master and countersigned by the Principal of the College.

4. A copy of every Certificate issued under these Rules shall be kept in the College or School from which it emanates, but no duplicate or second Certificate shall be given to any applicant except with the sanction of the Director of Public Instruction previously obtained.

No. — of 185—.

GOVERNMENT COLLEGE CERTIFICATE.

These are to Certify that ____________________ has studied in the __________ College for a period of ________ that at the time of quitting College he was in the ____________ __________ Class, that he has made ____________ progress in ________________ and acquired ____________ proficiency in ______________________________

____

and that his Conduct has been ____________ At the time of leaving the College he held a ____________ Scholarship.

____________ College,
The ____________ 185

____

Principal.

Countersigned

____

Dir. of Pub. Inst.

No. — of 18—.

GOVERNMENT SCHOOL CERTIFICATE.

These are to Certify that ________________ has regularly attended the ________ Collegiate School for a period of ________ years, that is to say, from __________ 18 ________ to __________ 18 ________ that at the time of quitting the School he was in the highest Class; that he has made ____________________ progress in ____________________ and acquired ____________________ proficiency in ____________________

____

and that his Conduct has been ____________________

The ________ School
________ 18

____
Head Master.

Countersigned

____
Principal.

[*Communicated to the Inspectors of Schools for their information and guidance.*]

No. 1026.

To

THE INSPECTOR OF SCHOOLS IN ________

Dated 17*th August* 1857.

SIR,—In reply to your letter No. — dated — Instant, I have the honor to inform you that it is contrary to an express ruling*

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* See *Calcutta Gazette* of 1856, page 1642.

of Government to grant leave under Section VII. of the Uncovenanted Absentee Rules in extension of Privilege or Vacation Leave.

2. Under the special circumstances mentioned by you, however, I authorize the Head Master of the Chittagong School to be absent from his duty for one month* subsequent to the Dusserah Vacation; but for this period he can, of course, draw no pay.

[*Addressed to the Inspectors of Schools.*]

Nos. 1059 TO 1062½.

Dated 18*th August* 1857.

SIR,—With advertence to the Report of the Committee for the Improvement of Schools, I beg to call your attention to certain points in which it appears to me that improvements may be introduced at an early date into the system of instruction and management in force in many of our Zillah Schools.

2. These are—

1*st.*—The practice of holding periodical examinations during the term referred to in paras. 55 and 56 of the Report.

2*nd.*—The system of "Marks" proposed in para. 57.

3*rd.*—The preparation of Analyses or Abstracts, paras. 58 and 59.

4*th.*—Prizes for the encouragement of general reading, para. 61.

5*th.*—The opening of the School Library under proper Rules and restrictions to the public, paras. 62 to 64.

6*th.*—The establishment of playgrounds, gymnasia, and gardens, paras. 65 and 66.

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* Under Section VIII. of the Rules.

3. In regard to any of these reforms in which your opinion may, on the whole, be in unison with that of the Committee, I would wish you to take measures for carrying them into effect in any of the Zillah Schools under you, in communication, of course, with the several Local Committees, and, *if necessary* (for financial or other reasons,) after previous reference to this Office. The system of Marks should perhaps be introduced as soon as possible, with a view to the Marks gained during the present Term being allowed weight at the Junior Scholarship Examination next year.

4. I should be glad to have your opinion on the question of Holidays discussed in para. 53 of the Report as soon as you shall be in a position to form a mature judgment on the subject.

5. I shall be prepared to solicit the sanction of Government to the augmentation of salary and establishment suggested by the Committee in paras. 7 to 14, at any School where this may be done by means of the present assignment and Schooling Fees, and where there may be good reasons for raising the standard of the School, and for expecting that one consequence of doing so at least will be that a fair proportion of the pupils will be found every year qualified to pass the University Entrance Examination.

6. I should feel much obliged to you if, after such enquiry or examination as may be necessary, you will report to me which of the persons now occupying the position of Head Master of a Zillah School in your Division are competent to bring their pupils up to the full University Entrance standard, and which of them are incompetent to do so; and, with regard to the latter, what steps you would recommend for causing the defect to be supplied, in the case, at least, of the more important Schools from which it might be reasonably expected that a regular supply of qualified Candidates should be sent up yearly to the University Examinations.

(Communicated to the Inspectors of Schools.)

Nos. 1116 TO 1119.

Dated 24*th August* 1857.

EXTRACT FROM A LETTER No. 1114, DATED 24TH AUGUST 1857, FROM THE DIRECTOR OF PUBLIC INSTRUCTION TO THE INSPECTOR OF SCHOOLS IN__________

IN regard to Fees levied in Vernacular Schools, it would appear that the Orders of Government (dated January 21st 1846) do not limit the authority of this Office as to their expenditure to the *year in which they are* realized, as is the case with English Schools.

[*Communicated to the Inspectors of Schools for their information and guidance.*]

No 380.

FROM

THE JUNIOR SECRETARY TO THE GOVERNMENT OF BENGAL,

To

THE DIRECTOR OF PUBLIC INSTRUCTION.

Dated Fort William, the 27*th August* 1857.

GENERAL.
EDUCATION.

SIR,—I am directed to acknowledge the receipt of your letter No. 1033, dated the 17th Instant, calling attention to the fact that while there are English Scholarships open for competition to pupils from English Schools, both Government and private, and Vernacular Scholarships for those coming from Vernacular

Schools, there are none for which the pupils of the Anglo-Vernacular or Intermediate Schools can compete, and proposing to award to the best pupils of these Schools, from time to time, "Free Scholarships," or Scholarships carrying with them no stipend, but only the privilege of free tuition for two years at a Zillah School.

2. In reply I am desired to state, that the Lieutenant-Governor approves of the plan submitted, and sanctions the establishment of ten "Free Scholarships" as the maximum to be granted every year in each district in which Anglo-Vernacular Schools have been established.

I have &c.,

C. T. BUCKLAND,

Junior Secy. to the Govt. of Bengal.

[*Communicated to the Inspectors of Schools for their information and guidance.*]

No. 1169.

To

THE INSPECTOR OF SCHOOLS IN______

Dated 28th August, 1857.

SIR,—I have the honor to acknowledge the receipt of your letter No. — dated — Instant, enquiring in what manner you should submit to this office accounts current of private funds consisting of Company's Paper or otherwise belonging to Schools, and that have been subscribed for some special purpose, such as the building of a School-house, the award of Prizes, &c., and also whether the unexpended balances of such funds may not be accumulated from year to year.

2. In reply I beg to say that, when such funds have *bonâ fide* been subscribed or bestowed on the School for a special purpose, and not in aid of the general funds of the Institution, they had better be kept entirely distinct from the general funds, the property of Government. An account current of such special and private funds should, however, be appended every quarter to the ordinary account current of the School, and the unspent balance of the former may, I think, at the end of every year, be properly carried to credit of next year's account.

[*Addressed to the Inspectors of Schools.*]

Nos. 1253 to 1257.

Dated 3rd September 1857.

Sir,—With reference to the replies that have been received to my Circulars Nos. 948 to 951, dated 10th Ultimo, I have the honor to forward, for your guidance, copies of Rules for the grant of Certificates to pupils of Government Zillah and High Schools, together with 25 of the blank Forms therein referred to, and to request that you will take care that no Certificates are in future given to pupils of the Zillah Schools in your Division except in accordance with these Rules.

Rules for the Grant of Certificates to pupils of Government Zillah and High Schools.

1. Certificates will be granted only to pupils who have been at least two years in regular attendance at the School; and who at the time of leaving it, are in the highest (or first) class.

This restriction, however, is not to be held to prevent a Head Master from testifying *in the form of an ordinary letter* in his own handwriting, in answer to enquiries made of him, to any thing he may know regarding the conduct or qualifications of any lad connected with his School.

2. No Certificate shall be granted unless it be applied for within a period of one month (not including vacations) after the date on which the applicant may have left the Institution.

3. Every Certificate shall be in the printed Form* hereto appended, and shall be signed by the Head Master and countersigned by the Secretary to the Local Committee of Public Instruction.

* Blank forms will be supplied to Schools by the Divisional Inspectors on application made to them.

4. A copy of every Certificate issued under these Rules shall be kept on the records of the School from which it emanates, but no duplicate or second Certificate shall be given to any applicant except with the sanction of the Director of Public Instruction previously obtained.

5. A list of those to whom Certificates under these Rules may have been granted during the year will be appended to the Annual Report of the School for that year.

No. — OF 18—.

GOVERNMENT SCHOOL CERTIFICATE.

These are to Certify that ______________ has regularly attended the ______________ School for a period of ______ years, that is to say from ________ 18____ to ____________ 18______ ; that at the time of quitting the School, he was in the highest class ; that he has made ______ progress in ________ ______________ and acquired ____

proficiency in______________________________

____

and that his conduct has been______________________________

______________________School } ____________

The____________________18____ }

Countersigned *Head Master.*

____

Secretary L. C. P. Instruction.

[*Communicated to the Inspectors of Schools for their information and guidance.*]

No. 1291.

To,

THE INSPECTOR OF SCHOOLS IN_____

Dated 3rd September 1857.

SIR,—I have the honor to acknowledge the receipt of your letter No. — dated —, containing remarks and suggestions with regard to the proprietary right to furniture, books, or apparatus purchased, on account of any Aided School, by means of a grant from the State, which right, in your opinion, ought to revert to Government in the event of the School thus aided being abolished.

2. In reply, I beg to say that I agree with you in thinking, that it is expedient to keep all such furniture, apparatus, &c., as may be purchased with Government money distinct, as far as is possible, from what is provided by the Managers of the School, and to affix to the former some mark or writing for the purpose of future identification. When such furniture &c. is made over to the Managers of the School, they may, I think, properly be told that in the event of the School being abolished as an Aided School within a period of three years, the property in question will revert to Government, but, in the event of the School outliving that period, the right of Government, as a general rule, may be allowed to lapse.

3. If you are aware of no objection to such course, I request the favor of your acting upon the above rule in regard to all grants for furniture, books, &c., that may hereafter be sanctioned by Government.

[*Communicated to the Inspectors of Schools and Principals of Colleges for their information and guidance.*]

No. 1487.

FROM

THE JUNIOR SECRETARY TO THE GOVERNMENT OF BENGAL,

To

THE OFFG. DIRECTOR OF PUBLIC INSTRUCTION.

Dated Fort William, the 20th November 1857.

GENERAL.

Resolution of the Government of India in the Financial Department, No. 2524, dated 12th June 1857.
From Secretary to Government of India in the Financial Department to Civil Auditor No. 4796, dated 9th November 1857.

SIR,—I am directed by the Lieutenant-Governor to transmit for your information and guidance, and for communication to the Officers subordinate to you, copies of the papers noted in the margin, in which the Government of India directs that in future all cases in which leave of absence not notified in the *Government Gazette* is granted to Uncovenanted servants, in excess of the few days* provided for in the Financial Resolution of the 12th June 1857, should be reported monthly to the Civil Auditor, in order that deductions may be made by that Officer from the pay of all absentees in accordance with the Rules of the 22nd February 1856.

I have, &c.,

(Signed) C. T. BUCKLAND,

Junior Secy. to the Govt. of Bengal.

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* That is "casual leave for a few days," which "may, in cases of sickness, be granted by the head of the office, at his discretion, without loss of pay."

W. G. Y.

Form in which the above Reports should be submitted :—

MONTHLY STATEMENT of Leave of Absence granted to Uncovenanted Servants drawing more than 10 Rs per mensem for the Month of 185 .

Name of Absentee	Office held by Absentee.	Monthly Salary of Absentee.	Section of Rules under which leave is granted, or nature of Leave.	Period of Leave.	Amount of deductions from Salary.	Name of Substitute if any.	Amount payable to Substitute.	Net amount to be retrenched from Pay Abstract for the above month.	REMARKS.
A. B. ...	Head Asst.	600 0 0	Section V. Chap. II	9 months from 1st J[illegible] to [illegible]th September 1859.	300 0 0	E. F. ..	300 0 0	0 0 0	
C. D. ...	5th do. ...	200 0 0	Sect VII Chap. III	15 days from 1st to 15th March 1859	0 0 0	None.	0 0 0	0 0 0	
G. H. ..	21st do. ...	60 0 0	Private affairs	5 months, from 1st January to 31st March 1859	30 0 0	L M	30 0 0	0 0 0	
O. P. ...	30th do. ...	20 0 0	Ditto	Ditto	20 0 0	X. Y. ..	20 0 0	0 0 0	No substitute procurable on less than whole pay.
Y Z. ...	Moonshee.	40 0 0	Sick Leave ...	One Month, 1st March 1859. ...	20 0 0	None.	0 0 0	20 0 0	
								Total 20 0 0	

[*Communicated to the Inspectors of Schools for their information.*]

No. 169.

To

THE INSPECTOR OF SCHOOLS IN____

Dated 19*th January* 1858

SIR,—I have the honor to acknowledge the receipt of your letter No. — dated the —, with enclosure, and to inform you that the general rule applicable to all Scholarship stipends, whether English or Vernacular, is that they are debited against the Institution in which they are gained, not against that in which they happen to be held. Consequently, the payments on account of the " Vernacular Scholarships" should not appear in the accounts of the Zillah Schools, and the bills for these stipends should be kept distinct from the Zillah School bills.

[*On the* 22*nd January* 1858, *the University Notification as to the Subjects for the Entrance Examination in* 1859* *was forwarded to the several Government English Schools, with an intimation that the English Junior Scholarship Test for* 1859 *would be the same as that for Entrance to the University.*]

[*Communicated to the Inspectors of Schools for their information and guidance.*]

No. 350.

To

THE INSPECTOR OF SCHOOLS IN____

Dated 5*th February* 1858.

SIR,—In reply to your letter No.— dated—Ultimo, I have the honor, on your recommendation, to authorize the Master of the School to proceed to—in order to pass the forthcoming University Entrance Examination, and for this purpose to be absent from his ordinary duties for three weeks.

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* *See infra page* 67.

2. As it is of special importance to encourage Teachers to undergo Examinations of this kind, his absence may be considered as on duty, and not on leave. Consequently he will not be subject to any deduction of pay.

3. I would wish every Inspector of Schools to consider himself empowered to sanction the absence of any Teacher subject to his orders for such a purpose as this, simply reporting the fact to this Office; provided, of course, that proper arrangements can be made for carrying on the duties of the absentee, and that Government is put to no expense in the matter. And I would apply the same rule to the Teachership and the Vernacular Language Examinations as well as to any University Examination.

[*Circulated generally among Colleges and Schools, Government and Private.*]

RULES FOR THE AWARD OF GOVERNMENT JUNIOR SCHOLARSHIPS TO CANDIDATES FROM PRIVATE SCHOOLS.

Dated 19*th February* 1858.

THE total number of Scholarships as above that can be awarded yearly, is at the present time thirty-seven.

2. The standard for which they will be awarded is, in respect of lads coming up from Schools in Calcutta or its vicinity, that of the University Entrance Examination 1st Division, and for lads coming from Schools more than ten miles from Calcutta the Entrance Test 2nd Division.

3. Every Candidate for a Scholarship under these Rules must, at the time of going up to the University Entrance Examination, forward to the Office of the Director of Public Instruction, an application* to be registered as a Candidate, together with a satisfactory Certificate, showing—

* He should also at the same time state in what Affiliated College he would wish to hold his Scholarship, should he obtain one.

1st.—That he is less than nineteen years of age.

2nd.—That he has regularly attended the School from which he comes for at least one year previous to the Examination.

3rd.—That he is of good moral character.

4. Each Scholarship is tenable for two years, on condition that due progress in a Collegiate course of Instruction is regularly made by the holder.

5. The Stipend attached to each Scholarship is Rupees (10) ten, or (8) eight a month, according to circumstances.

6. Scholarships will be awarded on each occasion only to the pupils of Schools that have sent up at least four successful Candidates to the Examination; and no more than two Scholarships will be awarded in one year to the pupils from any one School.

7. A Scholarship awarded under these Rules may be held in any Collegiate Institution, provided it be one affiliated to the University and that due progress in a Collegiate course of instruction is regularly made by the holder.

8. The holder of any such Scholarship is liable at any time to be examined by two persons to be appointed by the Director of Public Instruction and, approved by the Principal of the College in which he is studying, and on proof of unsatisfactory progress he may be deprived of his Scholarship.

9. He is also liable to be deprived of his Scholarship on the report of the Principal of his College to the effect that his general conduct or his progress is unsatisfactory.

IT IS ALSO NOTIFIED that in future Junior Scholarships gained by the Pupils of *Government Schools* may, as a general rule, and with the sanction of the Director of Public Instruction previously obtained, be held at any College, Government or Private, that has been affiliated to the Calcutta University.

The Colleges that have, up to the present time, been affiliated to the University are the following:—

Government Colleges.	Private Colleges.
Presidency College { General Dept. / Law Dept.	Doveton College.
	St. Paul's School.
Calcutta Medical College.	Free Church Institution.
Calcutta Civil Engineering College.	La Martiniere.
Hooghly College.	London Missionary Institution.
Dacca College.	Serampore College.
Kishnaghur College.	
Berhampore College.	

[*Communicated to the Inspectors of Schools for their information and guidance.*]

Nos. 439 to 442.

Dated 19*th February* 1858.

EXTRACT from a LETTER No 3019, dated 8th NOVEMBER 1856, from the DIRECTOR of PUBLIC INSTRUCTION, to the JUNIOR SECRETARY to the GOVERNMENT of BENGAL, with the GOVERNMENT ORDERS in REPLY to the same, dated 6th FEBRUARY 1858.

There can be no doubt that an essential condition of every grant to a School must be that the system of instruction and the qualifications of the Teachers are approved by this Department, *i. e.*, by the Inspectors. The only question is whether, in the case of a School not yet established, these qualifications are to be tested and approved (on the reverse) before the grant is made payable, as insisted on by Mr. Pratt, or whether the grant should be given at once, and the Teacher's qualifications tested at some *subsequent period*, when the School may be visited by the Inspector (as desired by the promoters of the School.)

I am directed to observe that the Lieutenant-Governor concurs with you that, in the case of a School not yet established, when

the character and previous experience of the promoters may be such as to satisfy the Inspector that the Teachers selected will be well qualified men, the grant should be given at once, and the qualifications of the Teachers tested at some subsequent period. But where this is not the case, the grant should not be given except on the condition that the Teacher is approved by the Inspector before he is allowed to commence his duties.

[*Communicated to the Inspectors of Schools for their information*.]

No. 516.

FROM

THE JUNIOR SECRETARY TO THE GOVERNMENT OF BENGAL,

TO

THE DIRECTOR OF PUBLIC INSTRUCTION.

Dated Fort William, the 5th March 1858.

GENERAL.
EDUCATION.

SIR,—I am directed to acknowledge the receipt of your letter No. 114, dated the 16th January last, and in reply to state that the Lieutenant-Governor fully approves of the Rule which you have proposed, *viz.*, "that after his first appointment, no Inspector of Schools should be promoted to a higher grade, or draw an increase of salary until he shall have passed either in Bengali or Hindoostani by the ordinary Test* prescribed for the examination of newly-appointed Members of the Civil Service."

I have the honor to be,

SIR,

Your most obedient Servant,

C. T. BUCKLAND,

Junior Secy. to the Govt. of Bengal.

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* When first proposing this subject for consideration, the Government explained that it was not designed to subject to formal examination any Inspector whose proficiency in the Vernacular languages might be well known.

[*Addressed to the Inspectors of Schools and Principals of Colleges.*]

No. 817 TO 830.

Dated 1st April 1858.

SIR,—I have the honor to request that, whenever it may be found necessary, from overcrowding and want of proper accommodation, from a deficiency in the Teaching Staff, or from any other cause, to refuse qualified applicants for admission to any { Govt. School under your inspection or control, / Class or Dept. of the Institutions under your control, } you will be so good as immediately to forward a report on the subject to this Office, accompanying it with any remarks you may think it right to make as to the cause of the fact or the steps which should be taken in consequence.

[*Communicated to the Principals of English Colleges for their information and guidance.*]

No. 846.

To

THE OFFICIATING PRINCIPAL OF THE ———

Dated 6th April 1858.

SIR,—Referring to your letter No. — dated —, I have the honor to sanction such of your suggestions as involve no alteration in the wording of the standards of Examination as laid down by the University Senate. Alterations of this kind I do not feel in a position to authorize.

2. The Senior Scholarship standard for next year, and until further notice, will therefore be as follows ;—

1. ENGLISH LITERATURE.

Gray as in Richardson's Selections.

Pope's Essay on Criticism.

Addison's Essays from the Spectator.

Milton's Paradise Lost, Books 1 to 3.

Dryden { Cymon and Iphigenia. / The Flower and the Leaf. }

II. VERNACULAR LITERATURE.

Muhabharut, Books 1 to 3.
Ramayun, Books 1 to 3.
Pooroosh Purikhya.
Buttrish Singhasun.

III. HISTORY (INCLUDING GEOGRAPHY).

History of England, including that of British India, to the end of 1815.

Elphinstone's History of India.

IV. MATHEMATICS AND NATURAL PHILOSOPHY.

Algebra, Geometry, Conic Sections,* Plane Trigonometry, and Mechanics, as laid down in the University Regulations for the B. A. Examination.

3. The above subjects will be distributed over the first two years as may seem best to the authorities of each College.

[Circulated to the Local Committees of Public Instruction and Inspectors of Schools for information.]

No. 5.

Dated 9th April 1858.

1. With reference to the Circular of this Office No. 4½, dated 19th March 1856, (published at page 31 of Appendix B to General Report on Public Instruction for 1855-56), the following Extract of a letter from Government, dated 31st March 1858, is appended for the information of those concerned :—

"In future, there should be three different scales of Examination for Officers in the Education Department in the Vernacular languages.

"The first or lower Examination will be the same as that in force for the newly appointed Members of the Civil Service, and the Officers who pass it will be entitled to a Certificate, but no pecuniary reward.

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* As this subject is included by the University under the head of Geometry, it is implied that it must be treated geometrically.

"The second Examination will be one of Honor; the test for one who has as yet passed no Examination will be in reading and writing, being similar to that laid down for the first Examination, in addition to which, ability to converse and interpret must be shown. An Officer passing this will be entitled to a Certificate, and a reward of 300 Rupees. An Officer who has already passed the first Examination will not be again required to submit to the test of that Examination, but will need only to exhibit the *additional* proficiency required by the second Examination.

"The third Examination will be that of High Proficiency with a reward of 500 Rupees as now laid down.

"The whole of the tests required for each of these Examinations separately, must be passed at the same time, and you should embody the paragraphs 7 and 10 of Lieutenant Lees' letter as quoted in your 154 of 9th February, in the new Notification, which it will be necessary to draw up."

2. The Colloquial Tests are thus laid down by Lieutenant Lees:—

For the Reward of Rupees (300) three hundred :—

"Candidates should be called on to undergo such a Colloquial Examination as would test their capability to converse in Bengali or Hindustani, on Educational or ordinary subjects with general and tolerable fluency. He will also be called on to interpret *vivâ voce* into either of the above-mentioned languages, half an octavo page of an ordinary book; such for instance as Marshman's History of Bengal, or the No. 2 Reader, expounding the same, as a Master should, to a class of young Students."

For the Certificate of High Proficiency and Reward of Rupees (500) five hundred :—

"Each Candidate should be called on to converse, and interpret from English into the language in which the Examination is undergone. These tests will be similar to those referred to above; but the Candidate will be expected to converse and interpret with considerable accuracy and fluency, and to show generally that his acquirements are such as will enable him to make himself, not simply intelligible, but as far as regards the language in which he has passed a useful Public Servant."

[*Communicated to the Inspectors of Schools and Principals of Colleges, for their information and guidance.*]

No. 1562.

Extract from the Proceedings of the Hon'ble the President of the Council of India in Council, in the Financial Department, under date the 19*th March* 1858.

RESOLUTION.—The Hon'ble the President in Council observed that, on the 12th June last, it was ruled by this Government, that casual leave for a few days may, in cases of sickness, be granted to Uncovenanted Civil Servants by the Heads of Offices at their discretion, without loss of Salary, and without such leave being taken into account as part of the two years allowed by Clause I of Section V. of the Uncovenanted Service Absentee Rules.

Referring to this decision, the Government of Bombay now enquires, whether any, and if so, what limit has been fixed by this Government for the casual leave alluded to.

His Honor in Council remarks, that no limit has as yet been established, but he considers that the total amount of casual leave should not exceed fifteen days in the course of the year and he desires that this limit be observed in future.

[*Addressed to the Local Committees of Public Instruction.*]

No. 6.

Dated Fort William, the 30*th April* 1858.

SIR,—I have the honor to inform you, that the Lieutenant-Governor of Bengal has determined that, in future, applications,

for the appointment of Secretaries or new Members of Local Committees of Public Instruction, shall be made direct to Government by the Committees concerned, instead of being, as at present, transmitted through the Inspector of Schools and this Office.

2. The transmission to the Inspector's Office of the List of Members of the Committee, as well as of the School Visit Book, may likewise be in future discontinued.

[*Addressed to the Inspectors of Schools.*]

No. 1091 TO 1095.

Dated 30*th April* 1858.

SIR,—I am authorized by the Lieutenant-Governor of Bengal to inform you, that His Honor has been pleased to vest you with the power of sanctioning the expenditure of the Surplus Schooling fees of any Government School (Zillah or Vernacular) under your inspection, in meeting requisitions for extension, and, in the case of Vernacular Schools, in rewarding the Masters also, precisely to the same extent and in the same way as that power is now vested in and exercised by this Office; subject, however, to the condition that your proceedings in this respect shall invariably be reported in your periodical Narratives, for the information and approval of this Office and of the Government.

2. You will be very careful to observe the Rules and restrictions which have been laid down in connection with this subject, and which (as you are aware) are mainly contained in the following Circulars:—

Circular of Board of Revenue, No. 4, dated January 29th, 1846 —*See Printed Annual Report for* 1845-46.

Circular of Council of Education, No. 4 of 1854, dated April 7th.— *See Report for* 1852-55.

Circular of Director of Public Instruction, No. 4, dated June 5th, 1855.— *See Report for* 1855-56.

Circular of Director of Public Instruction, Nos. 1423 to 1425, dated September 4th 1855.—*See Report for* 1855-56.

FORM OF APPLICATION FOR A GRANT-IN-AID.

[*Circulated to the Inspectors of Schools for their guidance in April* 1858.]

No.__________ DATED __________ 18___

APPLICATION for a Grant of Public Money in aid of the __________ *School at* __________ *in Thannah* __________ *Zillah* __________

PRESENT STATE OF THE SCHOOL.

Number of Classes.	Average attendance during the last six months.	Average age of Boys.	Rate of Schooling Fees in each Class.			Course of Instruction in each Class.		Scale of Establishment and Current Expenditure, according to average of the last six Months (with names of the present Teachers.)			Remarks.
						Subjects taught.	Books in use.				
			Rs.	A.	P.			Rs.	A.	P.	
1st Class ...											
2nd Class...											
3rd Class...											
4th Class...											

Pecuniary resources of School at present.

Description of Resource.	Average Monthly proceeds during the last Year.	Permanent or Temporary.
Total		

The School was established on the ____________ 185 ________

The average annual expenditure of the School during the last ________ years has been about Rupees __________ a month

The average duration of the Pupils' attendance has been about __________ years.

The persons who have heretofore been responsible for the management of the School are the following.—

Names.	Residence.	Profession and social position.

The School House is the property of

PROPOSED CONSTITUTION of the ________ School on its receiving a Grant from Government.

Proposed Classes.	Approximate number expected to attend each Class.	Schooling Fee to be levied in each Class.			Proposed course of Instruction in each Class.		Proposed scale of Establishment and Current Expenditure.				Remarks.
					Subjects to be taught.	Books to be used.					
		Rs.	A.	P.				Rs.	A.	P.	
1st Class ...											
2nd Class ...											
3rd Class ...											
4th Class ...											

Resources of the School in future, including the Grant-in-Aid applied for.

Description of Resource.	Estimated Monthly proceeds.
Total	

The Grant-in-Aid to be devoted to the following specific objects, *viz.* :—

The persons who have signed the application to the Inspector, and who are willing to hold themselves responsible for the management and permanence of the School for —— years on condition of its receiving from Government a Grant-in-Aid are the following :

Names.	Residence.	Profession and social position, character, or antecedents.

Here to be inserted the Inspector's recommendation, with any general remarks on the application, mention of any other similar School within 10 miles, and so forth.

The ________ 185__.

Inspector of Schools in ________

II.—University Notices.

Bye-Laws of the University.

THE SENATE.

The Senate, as constituted by Act No. II. of 1857, consists of the Chancellor, Vice-Chancellor, and as many Ex-officio and other Fellows, not being less than thirty in all, as may be from time to time appointed by the Governor General of India in Council.

The Senate shall meet ordinarily once a year, on the second Saturday in December, and at other times when convened by the Vice-Chancellor.

The Vice-Chancellor shall convene a meeting of the Senate on the requisition of any six of the Members.

Nine Members of the Senate shall constitute a quorum, and all questions shall be decided by a majority of the votes of the Members present.

By the 8th Section of Act No. II. of 1857, the Senate has power to make and alter Bye-laws and Regulations, subject to the approval of the Governor General of India in Council.

THE FACULTIES.

The Senate shall be divided into four Faculties, namely, Arts, Law, Medicine, and Engineering. Every Member of the Senate shall be a Member of one Faculty at least, and any Member of the Senate may be a Member of more than one Faculty.

The Faculties shall be appointed by the Senate at its Annual Meeting.

Each Faculty shall elect its own President. Every meeting of a Faculty shall be convened by its President, or, in his absence, by the Senior Fellow belonging to that Faculty.

If any Faculty omit to elect a President for one month after its appointment, or after a vacancy occurs, the Vice-Chancellor may appoint any Member of such Faculty to be its President.

Three Members of any Faculty shall constitute a quorum of that Faculty.

THE SYNDICATE.

The Executive Government of the University shall be vested in a Syndicate, consisting of the Vice-Chancellor and six of the Fellows, who shall be elected for one year by the several Faculties, in the following proportions:—

Three by the Faculty of Arts.
One by the Faculty of Law.
One by the Faculty of Medicine.
One by the Faculty of Engineering.

The elections to take place within one month before the Annual Meeting of the Senate, and the names of the persons to be elected to be declared at such Meeting.

The Syndicate shall meet ordinarily once a month, and at other times when convened by the Vice-Chancellor.

All the elected Members of the Syndicate must be resident in or near Calcutta, and if any such Member is absent from Calcutta for more than three months, his place shall become vacant.

On every vacancy in the Syndicate, caused by death, resignation, absence from Calcutta, or otherwise, the Faculty by whom the Member causing the vacancy was elected, shall proceed to elect a new Member for the remainder of the current year.

If any Faculty omit to elect a Member of the Syndicate within one month after a vacancy occurs, the Vice-Chancellor may appoint one from among the Members of that Faculty.

Four Members of the Syndicate shall constitute a quorum, and all questions shall be decided by a majority of the votes of the Members present.

The Vice-Chancellor, or in his absence, the Senior* Fellow present shall preside at all Meetings of the Syndicate, and if the votes, including that of the President, are equally divided, the President shall have a casting vote.

It shall be the duty of the Syndicate to appoint, and, if necessary, to remove the Examiners and all other Officers of the University, except the Registrar ; to order Examinations in conformity with the Regulations; to grant Degrees, Honors, and Rewards; to keep the Accounts of the University; and to correspond on the business of the University with the Government and all other authorities and persons.

During the year, between the Annual Meetings of the Senate, the Syndicate may appoint any Member of the Senate to any one or more of the Faculties, and may transfer any Member from one Faculty to another.

The Syndicate shall from time to time frame such Bye-laws and Regulations as may be necessary, subject to the approval of the Senate. Each Faculty shall report on any subject that may be referred to it by the Syndicate.

Any Faculty, or any Member or number of Members of the Senate, may make any recommendation to the Syndicate, and may propose any Bye-law or Regulation for the consideration of the Syndicate.

* The Ex-officio Fellows of the University are always the Senior Fellows in order of official precedence. The seniority of the other Fellows mentioned in the Act of Incorporation is according to the order in which their names appear there. The seniority of all other Fellows is according to the date and order of their appointment.

The decision of the Syndicate on any such recommendation or proposition, or any matter whatever, may be brought before the Senate by any Member of the Senate at one of its Meetings, and the Senate may approve, revise, or modify any such decision, or may direct the Syndicate to review it.

No question shall be considered by the Senate that has not, in the first instance, been considered and decided on by the Syndicate.

THE REGISTRAR.

The Registrar shall be appointed by the Senate. He shall be appointed for two years only; but at the end of that term he may be re-appointed. If a vacancy occurs in this Office between two Annual Meetings of the Senate, a Special Meeting of the Senate shall be convened for the purpose of appointing a Registrar, and in the meanwhile the Syndicate may appoint a Registrar *pro-tempore.*

The Registrar shall be the custodian of the Records, Library, Common Seal, and such other property of the University as the Syndicate shall commit to his charge.

All Meetings of the Senate, the Syndicate, and the Faculties, shall be convened through the Registrar, who shall keep a record of the proceedings of such Meetings.

II.—REGULATIONS AS TO THE ENTRANCE EXAMINATION IN ARTS, AND AS TO EXAMINATIONS FOR DEGREES IN ARTS

ENTRANCE EXAMINATION.

1. THE Entrance Examination shall take place once a year, and shall commence on the first Monday in March.

2. The chief Examination will be held in Calcutta; but Candidates may be examined at any of the under-mentioned places, viz. Berhampore, Kishnaghur, Dacca, Chittagong, Cuttack, Bhaugulpore, Patna, Benares, Agra, Delhi, Bareilly, Ajmere, Lahore, and any other places hereinafter to be appointed by the Syndicate.

3. No Candidate shall be admitted to the Entrance Examination, unless he shall have completed his sixteenth year; but any one above the age of sixteen may be a Candidate wherever he may have been educated.

4. Every Candidate must apply, either to the Registrar, at least fourteen days, or to the Secretary to the Local Committee of Public Instruction at any of the places above-mentioned, at least two months, before the Examination begins, and, with his application, must produce satisfactory testimony that he is at least sixteen years old and of good moral character. He must also give notice in writing of the Languages in which he wishes to be examined.

5. A fee of five Rupees shall be paid by each Candidate, and no Candidate shall be examined unless he have previously paid this fee either to the Registrar, or to the Secretary to the Local Committee at one of the above-mentioned places. If a Candidate fail to pass the Examination, the fee shall not be returned to him. He may be admitted to any one or more subsequent Entrance Examinations on payment of a like fee of five Rupees on each occasion.

6. The Examination shall be conducted by means of printed papers, which shall be the same for all places in the interior as for Calcutta, and the papers in Languages shall contain questions to be asked and answered, and sentences to be read and explained, orally.

7. Candidates for Entrance shall be examined in the following subjects :—

I. LANGUAGES.

Two of the following Languages, of which English must be one, *viz.* :—

English.

Greek.	Bengali.
Latin.	Oorya.
Arabic.	Hindi.
Persian.	Urdu.
Hebrew.	Burmese.
Sanscrit.	

Candidates shall be examined in each of the Languages in both Prose and Poetry, the subjects being selected by the Senate at least one year and a half previous to the Examination, from any approved classical or standard works or authors, such as the following :—

ENGLISH.

Pope, Cowper, Scott, Campbell, Addison, Johnson, Goldsmith, Southey, DeFoe.

GREEK.

Homer, Xenophon.

LATIN.

Horace, Virgil, Sallust, Cæsar, Livy, Cicero.

HEBREW.

Book of Genesis.

ARABIC.

Alif Lailah, Nafhat-al-Yaman.

PERSIAN.

Gulistan, Bostan, Yusuf-o-Zulaikha, Akhlah-i-Muhsini, Anvari Subsoili.

SANSCRIT.

Raghuvansa, Kumaru Sambhava.

BENGALI.

Totah Itibas, Life of Raja Krisna Chunder Roy, Arabian Nights, Ramayan.

OORYA.

HINDI.

The Ramayan.

URDU.

Bagh-o-Bahar and Gul-i-Bakawli.

The papers in each Language shall include Questions in Grammar and Idiom.

Easy sentences in each of the Languages in which the Candidate is examined shall be given for translation into the other Languages.

II. HISTORY AND GEOGRAPHY.

The outlines of General History as contained in Marshman's Brief Survey or other similar works, and the outlines of Indian History as contained in Murray's History of India or other similar works.

A general knowledge of Geography, and a more detailed knowledge of the Geography of India.

III. MATHEMATICS AND NATURAL PHILOSOPHY.

ARITHMETIC AND ALGEBRA.

The ordinary Rules of Arithmetic, Vulgar and Decimal Fractions, Extraction of the Square-root.

Addition, Substraction, Multiplication, and Division of Algebraical Quantities.

Proportion.

Simple Equations.

GEOMETRY.

The first three Books of Euclid.

MECHANICS.*

Composition and Resolution of Forces.

The Simple Mechanical Powers, with the ratio of Power to Weight in each.

Centre of Gravity.

IV. NATURAL HISTORY.

A general knowledge of the habits and characteristics of Vertebrated Animals, as described in Patterson's Zoology or in any similar work.

General Economy of Vegetation and the simple or elementary organs of plants, as contained in the first 46 Sections of "Vegetable Physiology" in Chambers' Course, or in any other similar work.

In Branches II., III., and IV., the answers may be given in any living Language in which the Candidate is examined.

8. The Examinations of the Candidates shall extend over five days, and shall be held in the morning from 10 to 1½, and in the afternoon from 2 to 5½, except only on the day devoted to the Oral Examination, when it shall commence at 10 A. M., and continue until all the Candidates shall have been examined.

9. At the close of each day's Examination, at any places in the interior above-mentioned, the answers of each Candidate shall be sealed up by the Secretary to the Local Committee of Public Instruction, and forwarded immediately to the Registrar.

10. Candidates will not be approved by the Examiners, unless they show a competent knowledge of all the subjects in which they are examined.

11. On the morning of the fourth Monday after the Examination, the Syndicate shall publish a list of such Candidates as have passed, arranged by the Examiners in two divisions, each in alphabetical order, such of the Candidates as have passed, and to every such passed Candidate shall be given a Certificate signed by the Registrar, setting forth his age, and the division assigned him

* Only a popular knowledge of Mechanics will be required.

by the Examiners, such Certificate being in the form following, *viz.*:—

CALCUTTA UNIVERSITY.

ENTRANCE EXAMINATION—185 .

I Certify that who was a Candidate at the late Entrance Examination of the Calcutta University, and who then produced a Certificate that he had attained the age of 16 *years and was of good moral character, has been declared by the Board of Examiners to have passed such Examination, and has been placed in the Division.*

Registrar.

Calcutta University.
The of 185 .

BACHELOR OF ARTS.

1. The Examination for the Degree of Bachelor of Arts shall take place once a year, shall commence on the first Monday in April, and shall be held only in Calcutta.

2. The Degree of B. A. shall not be conferred on any Candidate within four academical years of the time of his passing the Entrance Examination; but Candidates may be admitted to the Examination for the Degree after three years from the time of their passing the Entrance Examination.

3. No Candidate shall be admitted to this Examination unless he produce satisfactory testimonials from the authorities of one of the Colleges or Schools affiliated to the University, (1) of moral character, and (2) of having prosecuted, during the period that has elapsed since his passing the Entrance Examination, a course of study in one of such Institutions.

4. Any person who has passed the Entrance Examination at either of the Universities of Madras or Bombay may be admitted to the Examination for the Degree of B. A. in the Calcutta University, provided he shall produce satisfactory testimony that he is of good moral character, and that he has prosecuted, during the period that has elapsed since his passing the Entrance Examination, a regular course of study in one of the Institutions affiliated to either of those Universities.

5. Applications must be made, and Certificates forwarded to the Registrar, at least fourteen days before the Examination begins. Notice in writing must also be given by the Candidates, of the Languages in which they wish to be examined.

6. A fee of twenty-five Rupees shall be paid by each Candidate. No Candidate shall be admitted to the Examination unless he have previously paid this fee to the Registrar. If a Candidate fail to pass the Examination, the fee shall not be returned to him. He may be admitted to any one or more subsequent Examinations on payment of a like fee of twenty-five Rupees on each occasion.

7. The Examination shall be conducted chiefly by means of printed papers; but the Examiners may also put *vivâ voce* questions to any Candidate in the subjects in which they are severally appointed to examine.

8. Candidates for the Degree of B. A. shall be examined in the following subjects :—

I. LANGUAGES.

Two of the following Languages, of which English must be one :—

English.

Greek.	Bengali.
Latin.	Oorya.
Hebrew.	Hindi.
Arabic.	Urdu.
Persian.	Burmese.
Sanscrit.	

Candidates shall be examined in each of the Languages in both Prose and Poetry, the subjects being selected by the Senate two years previous to the Examination, from any approved classical or standard works or authors, such as the following :—

ENGLISH.

Milton, Shakespeare, Dryden, Pope, Young, Thomson.

Bacon, Swift, Addison, Johnson, Goldsmith, Burke, **Southey, Macaulay.**

Greek.

Homer, Sophócles, Euripides, Herodotus, Thucydides, Xenophon, Demosthenes, Plato.

Latin.

Virgil, Horace, Cæsar, Cicero, Livy, Tacitus.

Hebrew.

Arabic.

Alif Lailah, Nafhat-al-Yaman, Ikhwan-al-Safa, Soyuti's Tarikh-al-Kholfa, Tarikh Yamini.

Persian.

Sekandar Nameh, Gulistan, Dewan of Hafiz, Akhlaq-i-Jalali (or Nasiri,) Dewan of Orfi, Abu-al-Fazl's Letters.

Sanscrit.

Raghuvansa, Kumaru Sambhava, Kiratarjuniya, Viracharita, Uttaracharita, Mudrarakshasa.

Bengali.

Batrish Singhasan, Purush Parikhya, Betal Panchabingshati, Probodh Chandrika, Mahabharat, Ramayan, Meghaduta, Sakantala, Annada Mangal.

Oorya.

Hindi.

Urdu.

Burmese.

The papers in each Language shall include Questions on Grammar and Idiom.*

Sentences in each of the Languages in which the Candidate is examined shall be given for translation into the other Language.

II. HISTORY.

The principles of Historic Evidence, as treated in Isaac Taylor's two works on the subject, or other similar books.

The History of England (including that of British India,) to the end of 1815.

Elphinstone's History of India.

Ancient History, with special reference to the History of Greece to the death of Alexander, the History of Rome to the death of Augustus, and the History of the Jews.

The Historical Questions will include the Geography of the Countries to which they refer.

III. MATHEMATICS AND NATURAL PHILOSOPHY.

Arithmetic and Algebra.

The ordinary Rules of Arithmetic.

Vulgar and Decimal Fractions.

Extraction of the Square-root.

Addition, Subtraction, Multiplication, and Division of Algebraical Quantities.

Simple and Quadratic Equations, and questions producing them.

Algebraical Proportion and Variation.

Permutations and Combinations.

Arithmetical and Geometrical Progression.

* For Sanscrit, instead of the older Grammars, such works as Ishwar Chandra Shurma's two Grammars, or that of Mr. Williams; and for Bengali, Rammohun Roy's, Dr. Yates', or Shamachurn Sircar's Grammar, will be used in the Examination.

Binomial Theorem.

Simple and Compound Interest, Discount, and Annuities for terms of years.

The nature and use of Logarithms.

GEOMETRY.

The first six books of Euclid, and the eleventh book to Prop. XXI., with deductions.

Conic Sections.

PLANE TRIGONOMETRY.

Solution of all cases of Plane Triangles. The expression for the Area of a Triangle in terms of its sides.

MECHANICS.

Composition and Resolution of Forces.

The Mechanical Powers.

The Centre of Gravity.

The general laws of Motion.

The motion of falling bodies in free space and down inclined planes.

HYDROSTATICS, HYDRAULICS, AND PNEUMATICS.

Pressure of liquids and gases, its equal diffusion and variation as the depth.

Specific Gravity.

Description and explanation of the barometer, siphon, common pump, forcing-pump, air-pump, and steam-engine.

OPTICS.

Laws of Reflection and Refraction.

Formation of images by simple lenses.

ASTRONOMY.

Elementary knowledge of the Solar System, including the phenomena of Eclipses.

IV. PHYSICAL SCIENCES.

CHEMISTRY.

The Atmosphere, its general nature and condition; its component parts—Oxygen and Nitrogen; their properties water and carbonic acid; proportion of these substances in the air.

Chlorine and Iodine, as compared with Oxygen.

Water; its general relation to the atmosphere and earth; its natural states and relative purity; sea water, river water, spring water, rain water, pure water; effects of heat and cold on it; its compound nature; its elements.

Hydrogen; its nature and proportion in water; its presence in most ordinary fuels; its product when burnt.

Sulphur; phosphorus, and carbon, generally.

Nitric acid, sulphuric acid, carbonic acid; their elements. Hydrochloric or muriatic acid.

Alkalies, earths, oxydes, generally.

Salts; their nature generally; sulphates; nitrates; carbonates.

Metals generally; iron, copper, lead, tin, zinc, gold, silver, platinum, mercury.

Powers of matter; aggregation; crystallization; chemical affinity; definite equivalents.

Combustion; flame; nature of ordinary fuel; chief results of combustion, *i. e.*, the bodies produced.

Heat; natural and artificial sources; its effects; expansion; solids, liquids, gases, thermometer, conduction, radiation, capacity, change of form, liquefaction, steam.

ANIMAL PHYSIOLOGY.

As contained in Knox's translation of Milne Edwards' Zoology, or other similar works.

PHYSICAL GEOGRAPHY.

Physical Geography, as contained in Hughes or any other similar work.

V. MENTAL AND MORAL SCIENCES.

LOGIC.

The Elements of Logic, as contained in Whately or any similar work.

MORAL PHILOSOPHY.

Moral Philosophy, as contained in Wayland, Abercrombie, or any similar work.

MENTAL PHILOSOPHY.

Mental Philosophy, as contained in Abercrombie, Dr. Payne, or any similar work.

9. Candidates shall not be approved by the Examiners unless they show a competent knowledge in each of the above-mentioned branches of Examination, and exhibit a special acquaintance with the subjects which are printed in Italics.

10. The Examination of the Candidates for the Degree of B. A. shall extend over six days, and shall be held in the morning from 10 to 1½, and in the afternoon from 2 to 5½.

11. On the morning of the second Monday after the Examination, the Examiners shall arrange in two divisions, each in alphabetical order, such of the Candidates as have passed. Those in the first division shall be recommended for the Examination for Honors.

12. For the first three years after the establishment of the University, the only requirement from Candidates for the Degree of B. A. shall be that they produce Certificates showing that they have passed the Entrance Examination, and are of good moral character.

HONORS.

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13. Any Candidate who has been placed in the first division at the Examination for the Degree of B. A., provided he have not delayed proceeding to the Examination for that Degree more

than five years from the date of passing the Entrance Examination, may be examined for Honors in any one or more of the following branches :—

1.—Languages.

2.—History.

3.—Mathematics and Natural Philosophy.

4.—Natural History and the Physical Sciences.

5.—The Mental and Moral Sciences.

14. Candidates for Honors must give notice in writing to the Registrar, on or before the last day of March, of their wish to enter into the Examination, specifying the branch or branches in which they desire to be examined.

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15. I. Candidates for Honors in LANGUAGES shall be examined in Latin and Greek, or in English and Arabic, or in English and Sanscrit.

In Latin, Greek, and English, a limited range of subjects shall be selected by the Senate from approved classical authors ; and in Arabic and Sanscrit the Examination shall be in the following works .—

ARABIC.

Alif Lailah, Nafhat-ai-Yaman, Ikhwan-al-Saia, Tarikh-al-Kholfa Tarikh Yamini, Hamasah, Maqamat Hariri (one-half), Dewan Ibn Fariz,

SANSCRIT.

Raghuvansa, Kumaru Sambhava, Kiratarjuniya, Sisupa lavadha, Viracharita, Uttaracharita, Muddarakshasa, Sakantala, Kadambari, Part I.

The Examination shall include translation into any Vernacular Language, and re-translation from any Vernacular Language. It shall also include Composition in any Vernacular Language upon questions arising out of the authors selected for Examination. The Candidates will also be examined in Comparative Grammar and Philology, the principles of Composition, and the History of English Literature.

The Examination shall be so conducted as to test the exact and critical acquaintance of the Candidates with the subjects selected by the Senate, and also their general acquaintance with the literature of the Languages in which they are examined.

16. II. Candidates for Honors in HISTORY shall be examined in the following subjects :—

The History, political, constitutional, social and religious, of the principal, ancient and modern nations of the world.

The History of modern civilization.
Chronology.
Ethnology.
Geography, in its bearing on History.
Political Philosophy.
Political Economy.

17. III. Candidates for Honors in MATHEMATICS and NATURAL PHILOSOPHY shall be examined in the following subjects :—

Algebra, including the theory of Equations.
Plane Analytical Geometry.
Solid Geometry, treated geometrically and analytically.
Differential and Integral Calculus.
Spherical Trigonometry.
Statics and Dynamics.
Hydrostatics.
Hydraulics and Pneumatics.
Optics.
Astronomy.

18. IV. Candidates for Honors in NATURAL HISTORY and PHYSICAL SCIENCES shall be examined in the following subjects :—

Zoology and Animal Physiology.
Botany and Vegetable Physiology.
Geology and Mineralogy.
Chemistry.

Electricity and Magnetism.
Meteorology.
Physical Geography.

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19. V. Candidates for Honors in the MENTAL AND MORAL SCIENCES shall be examined in the following subjects:—

Logic.
Philosophy of Rhetoric.
Natural Theology.
Moral Philosophy.
Mental Philosophy.

20. They shall also be examined in one at least of the following subjects, to be selected by the Candidate himself:—

Philosophy of the Inductive Sciences.
Elements of Jurisprudence.
Philosophy of Education.
Evidences of Revealed Religion as contained in Butler's Analogy and Paley's Evidence.

21. The Examinations for Honors shall take place in the following order, *viz.*, Languages in the first week, History in the second, Mathematics and Natural Philosophy in the third, Natural History and the Physical Sciences in the fourth, and the Mental and Moral Sciences in the fifth week; after the general Examination for the B. A. Degree.

22. The Examination shall take place on the Tuesday, Wednesday, and Thursday of each week, in the mornings from 10 A. M. to 1½ P. M., and in the afternoons from 2 to 5½ P. M.

23. The Examiners shall publish, in the week following each Examination for Honors, a list of the Candidates who acquit themselves to their satisfaction, in order of proficiency, and in three classes. Candidates shall be bracketed together, unless the Examiners are of opinion that there is a clear difference between them.

24. In determining the relative position of Candidates for Honors in the several branches, the Examiners shall have regard to their proficiency in the corresponding subjects at the B. A. Examination.

25. The first Student of the first class in each branch shall receive a Gold Medal and a Prize of Books to the value of one hundred Rupees, and the second Student of the first class in each branch shall receive a Silver Medal and a Prize of Books to the value of one hundred Rupees, provided that their answers are considered by the Examiners to possess sufficient merit.

MASTER OF ARTS.

26. Every person who, immediately after passing the B. A. Examination, obtains Honors in any one or more of the above-mentioned five branches of knowledge, shall be entitled to the Degree of MASTER OF ARTS without further examination or fee.

27. Any other Graduate of this or any other Indian University, or of any of the Universities of the United Kingdom, may be admitted to the Examination for the Degree of M. A., on payment of a fee of fifty Rupees.

28. No Special Examination will be held, but the Candidate must pass the Honor Examination in at least one of the prescribed branches of knowledge. He must give notice in writing to the Registrar, on or before the last day of March, of his intention to enter into the Examination, specifying the branch in which he desires to be examined, and must at the same time furnish a Certificate of having received the Degree of B. A.

29. Every Candidate for the Degree of M. A. is expected to possess a complete knowldge of every subject included in the branch in which he is examined.

30. If a Candidate fail to pass the Examination, the fee will not be returned to him. He may be admitted to any one or more subsequent Examinations on payment of a like fee of fifty Rupees on each occasion.

31. The names of the successful Candidates for the Degree of M. A. shall be published in an alphabetical list, and each successful Candidate shall receive with his Degree a Certificate setting forth the branch in which he was examined.

GENERAL.

No question shall be put at any University Examination, so as to require an expression of religious belief on the part of the Candidate; and no answer or translation given by any Candidate shall be objected to on the ground of its expressing any peculiarity of religious belief.

III.—REGULATIONS AS TO DEGREES IN LAW.

BACHELOR OF LAW.

1. THE Examination for the Degree of Bachelor of Law shall take place once a year, shall commence on the first Monday in March, and shall be held only in Calcutta.

2. No Candidate shall be admitted to the Examination for the Degree of B. L., until after the expiration of one academical year from the time of his obtaining the Degree of B. A. in one or other of the Indian or European Universities, and until he produce Certificates of his having attended Lectures in some School of Law recognized by the Senate, for a period of three years in the whole.

3. Special provision is made for those Students who in the Session of 1856-57 were, or at any previous time had been, Members of the Law Classes in the Presidency College. All such shall be admitted to the Examination for the Degree of Bachelor of Laws on the production of a Certificate that they

have attended during a period of three years in the whole at the Lectures delivered in the Law Department of the Presidency College, or previous to its establishment, by the Law Professors in the Hindu College, Calcutta. The result of such Examination shall be recorded, but the Degree of Bachelor of Law shall itself not be conferred until the Candidate shall have obtained his Degree of Bachelor of Arts.

4. Every Candidate must apply to the Registrar at least fourteen days before the Examination begins; and with his application must produce the Certificates aforesaid.

5. A fee of twenty-five Rupees shall be paid by each Candidate, and no Candidate shall be admitted to the Examination, unless he have previously paid this fee to the Registrar. If a Candidate fail to pass the Examination, the fee shall not be returned to him. He may be admitted to any one or more subsequent Examinations on payment of a like fee of twenty-five Rupees on each occasion.

6. The Examination shall be conducted entirely by means of printed papers.

7. Candidates for the Degree of Bachelor of Laws shall be examined in the following subjects:—

I. The General Principles of Jurisprudence.

II. The several systems of Municipal Law which obtain in India, as they concern—

a.—Personal rights and status.

b.—The rights of property, the modes of its acquisition, and herein the Law of Contracts and Successions, as well testamentary as *ab intestato.*

c.—The Sanctions of Law, and herein the general Principles of Procedure, the Law of Evidence, and the Criminal Law.

8. The Examinations of the Candidates shall extend over three days, and shall be held in the morning from 10 to 1½, and in the afternoon from 2 to 5½.

9. There shall be six papers, namely :—

I.—*One Paper* on the general principles of Jurisprudence.

II.—*One Paper* on personal rights and status, and the infringement of such rights.

III.—*One Paper* on the rights of property and the infringement of them, the modes of its acquisition, and the Law of Successions, as well testamentary as *ab intestato.*

IV.—*One Paper* on the Law of Contracts.

V.—*One Paper* on Procedure and the Law of Evidence.

VI.—*One Paper* on the Criminal Law.

10. On the morning of the second Monday, after the commencement of the Examination, the Examiners shall declare in alphabetical order the names of such of the Candidates as shall have passed.

EXAMINATION FOR HONORS.

11. Any Candidate who has passed the Examination for the ordinary Degree of B. L., may be examined for Honors.

12. The Examination shall commence on the morning of the third Monday after the commencement of the Examination for the Degree of Bachelor of Law, it shall extend over three days, and shall be held in the morning from 10 to $1\frac{1}{2}$, and in the afternoon from 2 to $5\frac{1}{2}$.

13. The Examination shall be conducted entirely by means of written papers.

14. Candidates for Honors shall be examined in two or more of the following Subjects to be selected by the Candidates :—

a.—Hindoo and Mahomedan Law.

b.—Law of England as administered in the Supreme Courts.

c.—General Law as administered in the Courts of the East India Company.

d.—Mercantile Law.

e.—Roman Civil Law, as contained in the Institutes; and the Conflict of Laws.

f.—International Law.

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15. A Separate Paper shall be set on each of the six Subjects; and in addition to the two Subjects in which they must of necessity elect to be examined, Candidates shall be permitted to enter for all or for any number of the others.

16. In determining the relative position of Candidates, the Examiners shall have regard to the proficiency evinced by them at the B. L. Examination.

17. The Examiners shall publish in the course of the ensuing week, lists of the Candidates who acquit themselves to the satisfaction of the Examiners, in the order of proficiency; Candidates shall be bracketed together, unless the Examiners are of opinion that there is a clear difference between them.

IV.—REGULATIONS AS TO DEGREES IN MEDICINE.

Licentiate in Medicine and Surgery.

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1. Candidates for the Degree of Licentiate in Medicine and Surgery shall be required—

a.—To have been engaged during five years in their professional studies at a School of Medicine.

b.—To have passed the Entrance Examination of the Faculty of Arts in the University of Calcutta.

c.—To pass two Examinations.

First Examination.

2. The first Examination shall take place once a year, shall commence in the third week of March, and shall be held only in Calcutta.

3. No Candidate shall be admitted to this Examination, unless he have produced Certificates to the following effect:—

a.—Of having completed his eighteenth year.

b.—Of having been engaged in Medical Studies for at least two academic years.

c.—Of having attended Courses of Lectures on the following subjects:—

Descriptive and Surgical Anatomy...	Two Courses, each of at least 70 Lectures.
Chemistry ..	Two Courses, „ 70 „
Botany ...	One Course, of at least 40 „
Materia Medica ...	One Course, „ 70 „
Physiology ...	One Course, „ 70 „
Practical Chemical Exercises in testing the nature of ordinary poisons, and in examination of Animal Secretions and Urinary Deposits.	One Course.

Practical Pharmacy for at least three months, producing a Certificate of having acquired a practical knowledge of preparation and compounding of Medicines.

d.—Of having dissected during two Winter terms, and of having completed at least Twelve Dissections during each of those Terms.

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4. These Certificates shall be transmitted to the Registrar at least fourteen days before the Examination begins.

5. A fee of five Rupees shall be paid by each Candidate, and no Candidate shall be admitted to the Examination, unless he have previously paid this fee to the Registrar. If a Candidate fail to pass the Examination, the fee shall not be returned to him. He may be admitted to any one or more subsequent Examinations on payment of a like fee of five Rupees on each occasion.

6. The Examination shall be written, oral, and practical.

7. Candidates shall be examined in the following subjects:—

Descriptive and Surgical Anatomy.

Chemistry.

Botany.

Materia Medica and Pharmacy.

Practical Chemistry, so far as regards the testing of the presence and nature of ordinary poisons, and the examination of Animal Secretions and Urinary Deposits.

8. The days and hours of the Examinations shall be publicly notified, at least one fortnight before they are held.

9. At the end of one week from the day of the last Examination, the Examiners shall arrange the successful Candidates in two divisions, whereof the first shall be arranged in order of merit, and the second in alphabetical order.

10. If, in the opinion of the Examiners, sufficient merit be evinced, the Candidate who shall distinguish himself the most in Descriptive and Surgical Anatomy, the Candidate who shall distinguish himself the most in Chemistry, the Candidate who shall distinguish himself the most in Materia Medica and Pharmaceutical Chemistry, and the Candidate who shall distinguish himself the most in Botany, shall each receive a Scholarship of sixteen Rupees a month for the next three years.

11. No Candidate shall receive more than one such Scholarship, and if any Candidate shall be the most distinguished in more than one of the above-mentioned subjects, the Examiners may award a like Scholarship to the Candidate who shall have passed the second-best Examination in any such subject, provided they think that he has evinced sufficient merit.

SECOND EXAMINATION.

12. The second Examination shall take place once a year, shall commence in the third week of March, and shall be held only in Calcutta.

13. No Candidate shall be admitted to this Examination within three years of the time of his passing the first Examina-

tion, nor unless he have produced Certificates to the following effect :—

a.—Of having passed the First Examination.

b.—Of having subsequently to having passed the first Examination attended Lectures on—

Comparative Anatomy	..One Course,	.. Of at least	40	Lectures.
General Anatomy and Physiology	..One Course	..	70	„
Medicine (including Hygiene and General Pathology)	Two Courses,	.. Each of at least	70	„
Surgery	..Two Courses.	.. „	70	„
Diseases of the Eye	.. One Course of six months,	Of at least	20	„
Midwifery	..Two Courses,	.. Each of at least	70	„
Medical Jurisprudence	..One Course,	.. Of at least	50	„

c.—Of having subsequently to having passed the first Examination dissected during one Winter Term, and of having performed operations on the dead subject during the other : the Certificate of the latter to state the number and nature of the operations so performed.

d.—Of having conducted at least six Labors.

Certificates on this subject will be received from any legally qualified Practitioner in Medicine.

e.—Of having attended Hospital Practice for a period of three years in the following manner, *viz.* :—

Three months of attendance at the Out-door Dispensary of a recognized Hospital or Hospitals.

Fifteen months of attendance at the Surgical Practice of a recognized Hospital or Hospitals, and Lectures on Clinical Surgery during such attendance.

Fifteen months of attendance at the Medical Practice of a recognized Hospital or Hospitals, and Lectures on Clinical Medicine during such attendance.

Three months of attendance at the practice of an Eye Infirmary.

f.—The Candidate shall produce Reports of six Medical and of six Surgical Cases, drawn up and written by himself, during his period of service as Clinical Clerk and Dresser.

The said cases to be duly authenticated by the Professors attached to the Hospital.

g.—The Candidate shall also produce a Certificate of general character and conduct from a Teacher, as far as the Teacher's opportunity of knowledge has extended.

14. These Certificates shall be transmitted to the Registrar at least fourteen days before the Examination begins.

15. The fee for this Examination shall be twenty-five Rupees. No Candidate shall be admitted unless he have previously paid this fee to the Registrar. If a Candidate fail to pass the Examination, the fee shall not be returned to him. He may be admitted to any one or more subsequent Examinations on payment of a like fee of twenty-five Rupees on each occasion.

16. The Examination shall be written, oral, and practical.

17. Candidates shall be examined in the following subjects:—

Physiology.

N. B.—The Papers in Physiology include questions in Comparative Anatomy.

General Pathology.
General Therapeutics.
Hygiene.
Surgery (including Diseases of the Eye)
Medicine.
Midwifery.
Medical Jurisprudence.

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18. The days and hours of the Examinations shall be publicly notified at least one fortnight before they are held.

19. The Practical (Clinical) Examination in Medicine and Surgery shall be conducted in the Wards of a Hospital by the Examiners of those Branches.

20. In Medicine and Surgery, each Candidate shall be required to examine, diagnose, and treat six cases of Acute or Chronic Diseases to be selected by the Examiners; to draw up careful histories of those cases, and to perform and report in detail necroscopical examinations, should any of the selected cases end fatally. Should none so terminate, the *post-mortem* examination of any other cases that may have died in Hospital shall be performed and reported by the Candidates.

21. The Candidates shall in addition perform such of the minor operations of Surgery as may be required in the Out-door Dispensary of the Hospital at the time of the Examination, and as the Examiners may select.

22. They shall also each perform three capital operations upon the dead subject, after detailing to the Examiners the pathological conditions in which such operations are necessary, the different modes of operation adopted, and their reasons for preferring any particular mode of procedure.

23. They shall also apply apparatus for great surgical injuries, and explain the objects to be attained by them, as well as the best manner of effecting those objects.

24. They shall also, in the Medical Wards, examine morbid products chemically and by the aid of the Microscope, in the presence of the Examiners, demonstrating the results obtained.

25.—On Monday, in the week following the conclusion of the Clinical Examination, the Examiners shall arrange in two divisions, each in alphabetical order, such of the Candidates as have passed, and a Certificate, under the Seal of the University, and signed by the Chancellor, shall be delivered to each Candidate.

26. Such Candidates only as, in the opinion of the Examiners, are admissible to the Examination for Honors, shall be placed in the first division.

EXAMINATION FOR HONORS.

27. Any Candidate who has been placed in the first division at the Second Examination, may be examined for Honors in any or all of the following subjects :—

Physiology and Comparative Anatomy.

Candidates may illustrate their answers by sketching the parts they describe.

Surgery.

Medicine.

Midwifery.

Medical Jurisprudence.

28. The Examination shall take place in the week following the completion of the Second Examination. They shall be conducted by means of printed papers and practical tests, and Examiners shall not be precluded from putting *vivâ voce* questions upon the written answers of the Candidates, when they appear to require explanation.

29. The Examinations shall be conducted in such order as will be made known annually by the Senate of the University.

30. In determining the relative position of the Candidates, the Examiners shall have regard to the proficiency evinced by the Candidates in the same subjects, at the Pass Examination.

31. Candidates who pass the Examination and acquit themselves to the satisfaction of the Examiners, shall be arranged according to the several subjects, and according to their proficiency in each; and Candidates shall be bracketed together, unless the Examiners are of opinion that there is a clear difference between them.

32. If, in the opinion of the Examiners, sufficient merit be evinced, the Candidate who shall distinguish himself the most in Physiology and Comparative Anatomy, the Candidate who shall distinguish himself the most in Surgery, and the Candidate who shall distinguish himself the most in Medicine, shall each receive a Scholarship of forty Rupees per mensem for the next two years with the style of University Medical Scholar. No Candidate shall receive more than one such Scholarship, and if any Candidate shall be the most distinguished in more than one of the above-mentioned subjects, the Examiners may award a like Scholarship to the Candidate who shall have passed the second best Examination in any such subject, provided they consider that he has evinced sufficient merit.

DOCTOR OF MEDICINE.

33. The Examination for the Degree of Doctor of Medicine shall take place once a year, and commence on the first Monday in December.

34. No Candidate shall be admitted to this Examination unless he have produced Certificates to the following effect:—

a.—Of having attained the Degree of Bachelor of Arts in this or any other University; of having been engaged two years in the study or practice of his profession, subsequent to his having taken the Degree of Licentiate in Medicine and Surgery in this University, or a Degree in Medicine or in Surgery at a University, the Degrees granted by which are recognized by the Senate of this University.

b.—Of moral character, signed by two persons of respectability

35. Candidates shall be examined in the following subjects:—

Medicine, including Practice of Physic, Surgery, and Midwifery.

36. The Examinations shall be conducted by means of printed papers and *vivâ voce* interrogations.

37. The Examinations shall be conducted in such order as will be made known annually by the Senate of the University.

38. On Monday morning in the following week, the Examiners shall arrange in two divisions, each in alphabetical order, such of the Candidates as shall have passed, and a Certificate, under the Seal of the University, and signed by the Chancellor, shall be delivered to each Candidate.

V.—REGULATIONS AS TO DEGREES IN CIVIL ENGINEERING.

MASTER OF CIVIL ENGINEERING.

1. THE Examination for the Degree of Master of Civil Engineering shall take place once a year, shall commence on the first Monday in March, and shall be held only in Calcutta.

2. No Candidate shall be admitted to the Examination for the Degree of M. C. E. until after the expiration of one academical year from the time of his obtaining the Degree of B. A. in one or other of the Indian or European Universities, and until he produce Certificates of having passed four years in the study and practice of the profession, and that of such four years two have been passed in actual professional practice under an Engineer in charge of works.

3. Every Candidate must apply to the Registrar at least fourteen days before the Examination begins, and with his application must produce the Certificates aforesaid.

4. A fee of twenty-five Rupees shall be paid by each Candidate, and no Candidate shall be admitted to the Examination unless he have previously paid this fee to the Registrar. If a Candidate fail to pass the Examination, the fee shall not be returned to him. He may be admitted to any one or more subsequent Examinations on payment of a like fee of twenty-five Rupees on each occasion.

5. The Examination shall be conducted chiefly by means of printed papers.

6. Candidates for the Degree of Master of Civil Engineering shall be examined in the following subjects :—

MATHEMATICS.

Spherical Trigonometry, as applied to Geodesy.
Composition and Resolution of Forces.
Equilibrium of Arches.
Strength and Stress of Material.

NATURAL PHILOSOPHY.

Steam, its power, properties, and various applications.
Fuel of various kinds, estimation of calorific power; Electricity, and the various appliances for making it economically useful.
Meteorology ... } especially of India.
Physical Geography ... }

Chemistry, as applicable to Cements and other materials; conditions and effects of fermentation, causes of decay, and preservatory processes.

Geology ... Mineralogy	The nature of soils and earths, the selection of building and road materials, influence of Geological structure on drainage, on cuttings, on embankments, &c.

Botany—vegetable products, timber, fibres, oils.

Hydrodynamics and Theory of Rivers.

ARCHITECTURE.

The Classic orders and their parts, their application, principles of composition.

Styles ...	Peculiarities of different styles and the principles which regulate their adoption.

PRACTICAL SCIENCE.

Drawing in all its branches, geometrical, perspective and isometrical.

Hydrography.

Machinery and Mill-work.

Animal power.

Various Mechanical Arts, *viz.*, carpentry, building, smith-work, iron founding, and forging.

Preparation of material.

Brick-making.

Lime-burning.

Pottery.

Modelling.

Timber-cutting.

Artificial Foundations.

Specifications, Contracts, &c.

7. There shall be Eight Papers of questions, *namely* :-

Two Papers on Mathematics.

Two Papers on Natural Philosophy.

One Paper on Architecture.

Two Papers on Practical Science.

One General Paper on all the subjects of Examination.

8. The Examination of the Candidates shall extend over four days, and shall be held in the morning from 10 to 1½, and in the afternoon from 2 to 5½.

9. On the morning of the second Monday after the commencement of the Examination, the Examiners shall arrange in two divisions, each in alphabetical order, such of the Candidates as shall have passed.

EXAMINATION FOR HONORS.

10. Any Candidate who has been placed in the first of the two divisions, may be examined for Honors.

11. The Examination shall commence in the morning of the third Monday after the commencement of the ordinary Examination.

12. Candidates for Honors shall be examined in the same subjects as those for the ordinary Examination, but with a view to test their higher proficiency in them.

13. There shall be four papers of Questions, and the Examination shall extend over two days, being held in the morning from 10 to 1½, and in the afternoon from 2 to 5½.

14. On the morning of the second Monday after the commencement of the Examination, the Examiners shall arrange in three divisions, each in the order of merit, such of the Candidates as shall have passed.

ENTRANCE EXAMINATION 1858.

PASSED CANDIDATES ALPHABETICALLY ARRANGED.

N. B.—The Figures after the names denote the Institutions to which Candidates belong as noted below :—

First Division.

1. Ashootosh Mookerjee, .. (1)
Anundolall Roy, .. (1)
Bolanauth Paul, Head Master, Ranaghat School.
Bhugowanchunder Bose, Head Master, Mymensing School.
Bhobunchunder Mookerjee, .. (1)
Biprodass Banerjee, .. (10)
Denonath Sein, .. (8)
Gobindchunder Mitter, .. (9)
Gilbert, Edwin, .. (7)
10. Gopaulchunder Banerjee, .. (10)
Gopaulchunder Chuckerbutty, .. (1)
Hurrolal Roy, .. (5)
Issurchunder Bose, .. (10)
Jadhubchunder Chuckerbutty, .. (8)
Juggessur Mookerjee, (11)
Kallychurn Chatterjee, (31)
Ketterpersad Mookerjee, (1)
Lallgopaul Dutt, (1)
Mohamed Azghur, (8)
20. Muttylall Mookerjee, (26)
Muttylall Sircar, (12)
Muthoornath Burmon, (20)
Nulliobullub Seal, (1)
Nilmoney Coomar, (1)
Parbuttychurn Roy, (8)
Radhicaprosunno Mookerjee (26)
Ramlall Mookerjee, (1)
Tarrapersad Chatterjee, (1)
29. Umbicachurn Bose, (4)

Second Division.

Adawlut Khan .. (3)
Aughorenath Ghose, .. (6)
Biresser Banerjee, .. (15)
Brojendro Coomar Seal, .. (6)
Biprodass Bhadoory .. (32)
Binodebeharry Biswas, .. (16)
Brojonath Mookerjee, .. (13)
Chundermohun Goswanny, .. (8)
Chunderkant Roy, .. (12)
10. Doorgadass Dutt, .. (12)
Dineschunder Roy, .. (4)
Doyanath Ghose, .. (4)
Denonath Sein, .. (4)
Denonath Banerjee, .. (13)
Dwarkanath Banerjee, .. (16)
Ethrington, William, .. (37)
Gopalchunder Mookerjee II., .. (9)
Greeshchunder Mitter, .. (5)

Gopaldass Sein, .. (4)		Opendronath Dutt, .. (4)	
20.	Gopalchunder Sircar .. (1)		Omeschunder Ghose, .. (27)
	Gopaulchunder Banerjee, .. (11)		Omeschunder Dutt, .. (27)
	Hurrischunder Sircar, .. (8)		Oman, John, .. (21)
	Herambchunder Chatterjee, .. (12)		Penheiro, Robert, . (10)
	Hurrynath Mozoomdar, .. (9)		Poresnath Banerjee, .. (12)
	Harrypersad Ghuttuck, .. (25)		Punchanun Mookerjee, .. (9)
	Hemchunder Chatterjee, .. (14)		Poresnath Ghose, .. (4)
	Haranchunder Dass, .. (14)		Pearylall Mookerjee, .. (28)
	Hickey, Robert, .. (18)	60.	Rujoonvnath Chatterjee, .. (8)
	Khettermohun Ghose .. (5)		Radhicapersad Mookerjee, .. (5)
30	Khamikanath Acharjee, .. (20)		Rajmohun Mookerjee, .. (15)
	Kedarnath Mozoomdar, .. (24)		Ramanath Seal, .. (6)
	Kallycoomar Koondoo, .. (16)		Rajcoomar Surbhadicary, .. (2)
	Kally Prussunno Ghosaul, .. (2)		Rakhalchunder Mozoomdar, .. (6)
	Kally Peto Chatterjee, .. (13)		Ramdass Chuckerbutty, .. (29)
	Kiernander, W., .. (22)		Radhamohun Roodro .. (27)
	Koyleschunder Sircar, .. (8)		Radhanath Chatterjee, .. (13)
	Luckeychurn Bose, .. (1)		Ratnessur Chuckerbutty, .. (20)
	Moheshchunder Surma, .. (8)	70.	Rajcoomar Doss, .. (31)
	Muddenmohun Mullick, .. (8)		Shamakant Chatterjee, .. (8)
40.	Mohimchunder Haldar, .. (5)		Shussybhosen Ghose, .. (26)
	Moheschunder Daw, .. (11)		Sooreshur Bose, .. (4)
	Mohendronath Gossain, .. (17)		Sreegopal Mookerjee, .. (30)
	Mohendrolall Chunder, .. (18)		Sreenath Sickdar, .. (32)
	Mohendrolall Seal, .. (4)		Sarodapersaud Sandel, .. 26)
	Moheschunder Bose, .. (5)		Tarucknath Sein, .. (8)
	Nobocoomar Chuckerbutty, .. (15)		Troylukonath Dey .. (9)
	Nitrogopal Chuckerbutty, .. (26)		Taraprosunno Doss, .. (23)
	Okhoycomar Sein, .. (8)	80.	Tareenychurn Mozoomdar, .. (11)
	Omulchurn Mullick, .. (8)		Tiery, F. T. .. (19)
50.	Obhoychurn Ghose, .. (4)	82	Umbicachurn Mookerjee, .. (6)

In the above Lists the several Educational Institutions are respectively represented by the numbers following —

1. Présidency College.
2. Sanscrit College.
3. Calcutta Madrissa.
4. Hindu School.

5. Colootollah Branch School.
6. Hooghly College and School.
7. Patna High School.
8. Dacca College and School.
9. Berhampore College and School.
10. Chittagong School.
11. Metropolitan College.
12. Kishnaghur College and School.
13. Free Church Institution, Calcutta.
14. Free Church Institution, Chinsurah.
15. Ooterparah School.
16. Burdwan Maharajah's School.
17. Serampore College.
18. Bishop's College.
19. Doveton College.
20. Medical College.
21. La Martiniere, Calcutta.
22. St. Paul's School, Calcutta.
23. Jessore School.
24. Cossipore Aided School.
25. Commilla School.
26. Privately Educated.
27. General Assembly's Institution.
28. Colinga School.
29. Barasct School.
30. Russapugla School.
31. Burrisaul School.
32. Furreedpore School

By order of the Vice-Chancellor,

W. GRAPEL, M. A.,
Registrar.

CALCUTTA UNIVERSITY,
The 29th March 1858.

SUBJECTS FOR THE ENTRANCE EXAMINATION IN ARTS, 1859.

I. LANGUAGES.

English.

Goldsmith .. Vicar of Wakefield.
Johnson .. Vanity of Human Wishes.
Parnell .. The Hermit.

Greek.

Homer's Iliad, Books 1, 2, 3.
Xenophon Cyropædia, Books 1 and 2.

Latin.

Horace, Odes, Book 3.
Sallust, Jugurtha.

Hebrew.

Book of Genesis.

Arabic.

Alif Laila.
Nafhat al Yaman.

Persian.

Gulistan.
Bostan.

Sanscrit.

Raghuvansa.
Kumar Sumbhava.

Bengali.

Life of Raja Krishna Chunder Roy.
Ramayun.

Hindi.

The Ramayun.

Urdu.

Bagh-o-Bahar and Gul-i-bakawali.

Oorya.

Bishnu Surma's Hitopodesh.

The Papers in each Language will include Questions on Grammar and Idiom.

Easy Sentences in each of the Languages in which the Candidate is examined will be given for translation into the other Language.

II. History and Geography.

The Outlines of General History as contained in Marshman's Brief Survey or other similar Works, and the Outlines of Indian History as contained in Murray's History of India or other similar Works.

A general knowledge of Geography, and a more detailed knowledge of the Geography of India.

III. Mathematics and Natural Philosophy.

Arithmetic and Algebra.

The ordinary Rules of Arithmetic.

Vulgar and Decimal Fractions.

Extraction of the Square Root.

Addition, Subtraction, Multiplication, and Division of Algebraical Quantities.

Proportion.

Simple Equations.

Geometry.

The First three Books of Euclid.

Mechanics.*

Composition and Resolution of Statical Forces.

The Simple Mechanical Powers with ratio of power to weight in each.

Centre of Gravity.

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* Only a popular knowledge of Mechanics is required.

V NATURAL HISTORY.

A general knowledge of the habits and characteristics of Vertebrated Animals as described in "Patterson's Zoology for the use of Schools," or in any similar Works.

General Economy of Vegetation and the Simple Elementary Organs of Plants as contained in the first 16 Sections of Vegetable Physiology in Chambers's Course, or in any similar Work.

In Branches II., III. and IV., answers may be given either in English or in any other of the Languages in which the Candidate may elect to be examined.

By Order of the Vice-Chancellor.

W. GRAPEL, M. A.,

Registrar.

CALCUTTA UNIVERSITY,
The 19th January 1857.

SUBJECTS FOR THE BACHELOR OF ARTS DEGREE EXAMINATION, 1860.

1. LANGUAGES.

English.

Shakspeare ...	Julius Cæsar.
Spenser ...	As in Richardson's Selections.
Scott ...	Marmion.
Johnson ...	Lives of—1. Milton, 2. Dryden, 3. Addison, 4. Pope, 5 Swift.

Greek.

Sophoclés ...	Ajax.
Herodotus ...	Book 2. Euterpe.

Latin.

Virgil	..	Georgics, Books 1 & 2.
Cicero	...	In Verrem.

Hebrew.

Deuteronomy	..	Daniel I.—VII.
Isaiah	...	XXXIX. Proverbs.
Psalms	...	I.—XLI.

Arabic.

Ikhwan-al-Safa, Soyuti's Tarikh-al-Kholfa.

Persian.

Sekander Nameh, Abu-al-Fazl's Letters.

Sanscrit.

Kiratarjuniya, Viracharita.

Bengali.

Batrish Singhasan, Purush Parikhy, Mahabharat, Books 1 to 3.

Hindee.

Tulsee Krit Ramayun (Balkhand and Ayodhyakhand.) Subhabilas.

Urdu.

Bagh-o-Bahar, Divan-i-Souda (Kassedah's.)

Oorya.

Bishnu Surma's Hitopodesh.

The Papers in each Language will include Questions on Grammar and Idiom.*

Sentences in each of the Languages in which the Candidate is examined will be given for translation into the other Language.

* For Sanscrit, instead of the older Grammars, such works as Ishwar Chundra Shurma's two Grammars, or that of Mr. Williams'; and for Bengali Ram Mohun Roys', Dr. Yates' or Shama Churn Sirkar's Grammar will be used in the Examination.

II. History.

The Principles of Historic Evidence as treated in Isaac Taylor's two Works on the subject, or other similar Books.

The History of England, (including that of British India) to the end of 1815.

Elphinstone's History of India.

Ancient History, with special reference to the History of Greece to the death of Alexander, the History of Rome to the death of Augustus, and the History of the Jews.

The Historical Questions will include the Geography of the Countries to which they refer.

III. Mathematics and Natural Philosophy.

Arithmetic and Algebra.

The ordinary Rules of Arithmetic.

Vulgar and Decimal Fractions.

Extraction of the Square-root.

Addition, Subtraction, Multiplication, and Division of Algebraical Quantities.

Simple and Quadratic Equations, and Questions producing them.

Algebraical Proportion and variation.

Permutations and Combinations.

Arithmetical and Geometrical Progression.

Binomial Theorem.

Simple and Compound Interest, Discount, and Annuities for terms of years.

The nature and use of Logarithms.

Geometry.

The first six Books of Euclid, and the eleventh Book to Prop. XXI. with deductions.

Conic Sections.

Plane Trigonometry.

Solution of all cases of Plane Triangles.

The expression for the Area of a Triangle in term of its sides.

Mechanics.

Composition and Resolution of Forces.

The Mechanical Powers.

The Centre of Gravity.

The general Laws of Motion.

The motion of falling bodies in free space and down inclined planes.

Hydrostatics, Hydraulics, and Pneumatics.

Pressure of liquids and gases, its equal diffusion and variation as the depth.

Specific Gravity.

Description and explanation of the barometer, siphon, common pump, forcing-pump, air-pump, and steam-engine.

Optics.

Laws of Reflection and Refraction.

Formation of images by simple Lenses.

Astronomy.

Elementary knowledge of the Solar System, including the phenomena of Eclipses.

IV. Physical Sciences.

Chemistry.

The Atmosphere, its general nature and condition; its component parts—Oxygen and Nitrogen; their properties, water and carbonic acid; proportion of these substances in the air.

Chlorine and Iodine as compared with Oxygen.

Water; its general relation to the atmosphere and earth; its natural states and relative purity; sea water, river water, spring water, rain water, pure water; effects of heat and cold on it; its compound nature; its elements.

Hydrogen; its nature and proportion in water; its presence in most ordinary fuels; its product when burnt.

Sulphur; phosphorus and carbon, generally.

Nitric acid, sulphuric acid, carbonic acid; their elements.

Hydrochloric or muriatic acid.

Alkalies, earths, oxydes, generally.

Salts; their nature generally; sulphates; nitrates; carbonates.

Metals generally; iron, copper, lead, tin, zinc, gold, silver, platinum, mercury.

Powers of matter; aggregation; crystallisation; chemical affinity; definite equivalents.

Combustion; flame; nature of ordinary fuel; chief results of combustion, i. e. the bodies produced.

Heat; natural and artificial sources; its effects; expansion; solids, liquids, gases, thermometer, conduction, radiation, capacity, change of form, liquefaction, steam.

Animal Physiology.

As contained in Knox's translation of Milne Edwards's Zoology or other similar Works.

Physical Geography.

Physical Geography as contained in Hughes, or any other similar Work.

V. Mental and Moral Sciences.

Logic.

The Elements of Logic, as contained in Whateley, or any similar Work.

Moral Philosophy.

Moral Philosophy as contained in Wayland, Abercrombie, or any similar Work.

Mental Philosophy.

Mental Philosophy, as contained in Abercrombie, Dr. Payne, or any similar Work.

By Order of the Vice-Chancellor,

W. GRAPEL, M. A.,
Registrar

CALCUTTA UNIVERSITY,
The 18th December 1857.

FROM

THE REGISTRAR OF THE CALCUTTA UNIVERSITY.

To

Calcutta the *of* 185 .

SIR,—At the late Entrance Examination a Candidate having, in answer to a question calling upon him to prove the impossibility of a certain Arithmetical operation, been guilty of the gross impertinence of using the following expression—

" Who the devil can multiply, &c., &c."

I have the honor to inform you that the Vice-Chancellor and Syndicate have resolved that if, on any future occasion, a Candidate be guilty of the like impropriety, or introduce into his answers any insolence, blasphemy, or impertinence whatsoever, such Candidate shall in no case receive his Pass Certificate.

The Vice-Chancellor and Syndicate desire that this Resolution be published generally to all heads of Affiliated Institutions, and all others whom it may concern, and especially, that on the occasion of every University Examination it be publicly read in the

hearing of the Candidates convened. In conformity with this Resolution, I have the honor to request that you will communicate its purport to the pupils of the Educational Establishments wherewith you may be connected, as also to any others whom in your opinion it may concern; and that you will repeat such communication from time to time as you may deem expedient.

I have the honor to be,

SIR,

Your most obedient Servant,

W. GRAPEL,

Registrar.

Appendix C.

R ETURN OF SENIOR SCHOLARSHI S GAINED DURING THE YEAR 1857-58.

Name of Scholars.	School at which gained.	When gained.	Monthly value of Scholarship.		For how long tenable.	For proficiency in what Branch.
Taracknath Dutt, ...	Presy. College.	1857-58.	Rupees	25	Two years.	Highest proficiency in Ver. Literature and good general progress.
Callika Doss Dutt,........	ditto	ditto	„	25	ditto	Highest proficiency in History and good general progress.
Annund Lall Sein,.........	ditto	ditto	„	25	ditto	Highest proficiency in English Literature and good general progress.
Indoonath Chatterjee, ...	ditto	ditto	„	25	ditto	General proficiency.
Romesh Chunder Mitter,..	ditto	ditto	„	25	ditto	ditto.
Nobin Chunder Gangooly,	ditto	ditto	„	25	ditto	ditto.
Womesh Chunder Sirkar,..	ditto	ditto	„	25	ditto	ditto.
Nobin Kissen Mookerjee,..	ditto	ditto	„	25	ditto	ditto.
Tara Prosunno Mookerjee,	ditto	ditto	„	25	One year.	ditto.
Soorjunarayen Sing, ...	ditto	ditto	„	25	ditto	ditto.
Rajendronath Bose, ...	ditto	ditto	„	25	ditto	ditto.
Kally Nauth Day,.......	Dacca College.	ditto	„	20	Two years	Proficiency in Mathematics and fair progress.
Gour Mohun Boishak, ...	ditto	ditto	„	20	ditto	General proficiency.
Rojonee Coomar Dutt, ...	ditto	ditto	„	20	ditto	High proficiency in Ver Literature and fair general progress.
Rajkissen Poramanick,....	Kishnaghur College.	ditto	„	20	ditto	High proficiency in English Literature and fair general progress.
Bhoobun Mohun Mitter, ..	Medical College.	ditto	„	12	One year.	Proficiency in Midwifery.

Dulleelooddeen, ...	Calcutta Mudrissa.	1857-58.	Rupees	20	One year.	Arabic.
Abdool Raheem, ...	ditto	ditto	„	20	ditto	ditto.
Monowar Ally, ...	Hooghly Mudrassa.	ditto	„	15	ditto	ditto.
Kalliprosunno Ghosal, ..	Sanscrit College.	ditto	„	20	Two years.	Sanscrit.
Rajcoomar Surbadhicary, ..	ditto	ditto	„	20	One year.	ditto
Shyama Churn Mookerjee,	ditto	ditto	„	16	ditto	ditto.
Shyam Churn Chuckerbutty,	ditto	ditto	„	16	ditto	ditto.
Trailokyanauth Chatterjee,	ditto	ditto	„	16	ditto	ditto.
Nakuleshwar Banerjee, ...	ditto	ditto	„	12	ditto	ditto.
Chundi Churn Chatterjee,	ditto	ditto	„	12	ditto	ditto
Pitambur Banerjee, ...	ditto	ditto	„	12	ditto	ditto.
Mohendronauth Goswamee,	ditto	ditto	„	12	ditto	ditto.
Chaturbhuj Mookerjee, ...	ditto	ditto	„	12	ditto	ditto.
Annadapersaud Banerjee,..	ditto	ditto	„	12	ditto	ditto.
Nilambur Mookerjee, ...	ditto	ditto	„	1[illegible]	ditto	ditto.
Gourisanker Ghosaul, ...	ditto	ditto	„	10	ditto	ditto.
Hara Mohun Bhuttacharjee,	ditto	ditto	„	10	ditto	ditto.
Mohes Chunder Chatterjee,	ditto	ditto	„	10	ditto	ditto.
Obhoy Churn Chuckerbutty, ...	ditto	ditto	„	10	ditto	ditto.
Sittanauth Chatterjee.	ditto	ditto	„	10	ditto	ditto
Soshibhoosun Mookerjee,..	ditto	ditto	„	10	ditto	ditto.
Ramkrishna Chatterjee, ..	ditto	ditto	„	10	ditto	ditto.

RETURN OF JUNIOR SCHOLARSHIPS GAINED DURING THE YEAR 1857-58.

Name of Scholars.	School at which gained.	When gained.	Monthly value of Scholarship.	For how long tenable.	For proficiency in what Branch.
Umbica Churn Bose, ...	Hindu School.	1857-58.	Raja of Burdwan family Schp. Rs. 10	Two years.	General proficiency in English School Studies.
Den[illegible]h Chunder Roy, ...	ditto	ditto	Tagore family, ditto 10	ditto	ditto.
Mohendro Lall Seal, ...	ditto	ditto	Dwarkanath Tagore, do. 10	ditto	ditto.
[illegible] Bose, ...	ditto	ditto	Maharajah of Burdwan, do. 10	ditto	ditto.
Porpenath Ghose, ...	ditto	ditto	Ditto .. 10	ditto	ditto.
Devanath Ghose, ...	ditto	ditto	Ditto .. 10	ditto	ditto.
Opendronath Dutt, ...	ditto	ditto	Raja of Burdwan family Schp. .. 10	ditto	ditto.
Dinnonath Sen, ...	ditto	ditto	Joykissen Sing, do. 10	ditto	ditto.
Obhoy Churn Ghose, ...	ditto	ditto	Gunganarain Doss, ditto 10	One year.	ditto.
Gopaul Doss Sen, ...	Hindu School.	ditto	Gopee Mohun Deb, do. 10	ditto	ditto.
Hurro Lall Roy, ...	Colootollah Branch School.	ditto	Rupees. 8	Two years.	ditto.

Radhica Prosad Mookerjee, ...	Colootollah Branch School.	1857-58.	Rupees	8	Two years.	General proficiency in English School Studies.
[illegible] Seal, ...	Hooghly Collegiate School.	ditto	,,	8	ditto	ditto.
[illegible] Coomar Seal, ..	ditto	ditto	,,	8	ditto	ditto.
[illegible] Ghose, ...	Hooghly Branch School.	ditto	,,	8	ditto	ditto.
Rakhal Chunder Mozoomdar, ...	ditto	1857-58.	,,	8	ditto	ditto.
[illegible] Churn Mullick, ..	Dacca Collegiate School.	ditto	,,	8	ditto	ditto.
Jadub Chunder Chuckerbutty, ...	ditto	ditto	,,	8	ditto	ditto.
Shamakanth Chatterjee, ..	ditto	ditto	,,	8	ditto	ditto.
Koilas Chunder Sircar, ...	ditto	ditto	,,	8	ditto	ditto.
Mohes Chunder Surma, ...	ditto	ditto	,,	8	ditto	ditto.
Moteelall Sircar, ...	Kishnaghur Collegiate School.	ditto	,,	8	ditto	ditto.
Herambo Chunder Chatterjee, ...	ditto	ditto	,,	8	ditto	ditto.
Poreshnath Banerjee, ...	ditto	ditto	,,	8	ditto	ditto.
Chunder Kant Roy, ...	ditto	ditto	,,	8	ditto	ditto.
Gopal Chunder Mookerjee,	Berhampore Collegiate School.	ditto	,,	8	ditto	ditto.
Troylukonath Dev, ...	ditto	ditto	,,	8	ditto	ditto.
Punchanon Mookerjee,....	ditto	ditto	,,	8	ditto	ditto.
Hurrynath Mozoomdar,....	ditto	ditto	,,	8	ditto	ditto.
Adawlut Khan, ...	Anglo-Persian Department Calcutta Mudrissa.	ditto	,,	8	ditto	ditto.

RETURN OF JUNIOR SCHOLARSHIPS GAINED DURING THE YEAR 1857-58.—(Continued.)

Name of Scholars.	School at which gained.	When gained.	Monthly value of Scholarship.		For how long tenable.	For proficiency in what Branch
Peary Lall Mookerjee, ...	Collingah Branch School.	1857-58.	Rupees	8	Two years	General proficiency in English School Studies.
Sreegopal Mookerjee, ...	Bussapuglah School.	ditto	,,	8	ditto	ditto.
Rajmohun Mookerjee, ...	OoterparahSchool.	ditto	,,	10	ditto	ditto.
Beeshur Banerjee, ...	ditto	ditto	,,	8	ditto	ditto
[illegible] Coomar Chuckerbutty, ...	ditto	ditto	,,	8	ditto	ditto.
Raj Coomar Doss, ...	Burrisaul School.	ditto	,,	8	ditto	ditto.
Sreenath Sickdar, ...	Furreedpore School.	ditto	,,	10	ditto	ditto.
Bepro Dass Bhadoory, ...	ditto	ditto	,,	8	ditto	ditto.
Robert Penheiro, ...	Chittagong School	ditto	,,	10	ditto	ditto.
Hurrypersad Ghuttuck, ..	Commillah School.	ditto	,,	8	ditto	ditto.
Taraprosunno Doss, ...	Jessore School	ditto	,,	10	ditto	ditto.
Omritlall Chatterjee, ...	Howrah School.	ditto	Rupees	8*	One year.	ditto.
Ram Doss Chuckerbutty, ..	Baraset School.	ditto	,,	10	Two years.	ditto.
Tarinee Churn Mookerjee,	ditto	ditto	,,	8*	One year.	ditto.
Omes Chunder Dutt, ...	General Assembly's Institution.	ditto	,,	10	Two years.	ditto.
Omesh Chunder Ghose, ..	ditto	ditto	,,	10	ditto	ditto.
Radhanath Chatterjee, ...	Free Church Institution.	ditto	,,	10	ditto	ditto

[illegible] Chatterjee, ...	Free Church Institution.	18 57-58	Rupees	10	Two years	General proficiency in English School Studies.
[illegible] Banerjee, ..	Hindu Metropolitan College.	ditto	,,	10	ditto	ditto.
[illegible]ookerjee, ...	ditto	ditto	,,	10	ditto	ditto.
[illegible] Biswas, ...	Raw of Burdwan	ditto	,,	8	ditto	ditto.
[illegible], ..		ditto	,,	8	ditto	ditto.
[illegible]dar, ..	Cos[illegible] Se[illegible]ed	ditto	,,	10	ditto	ditto.
[illegible]	Civil E[illegible]	ditto	,,	10	One year.	General proficiency in Engineering School Studies.
[illegible]letter [illegible], ...	ditto	ditto	,,	10	ditto	ditto.
[illegible]moodin [illegible], ...	Calcutta [illegible]ssa.	ditto	,,	8	ditto	General proficiency in Arabic School Studies.
[illegible]ameedoollah, ...	ditto	ditto	,,	8	ditto	ditto.
[illegible]anti Chunder Banerjee, ..	Sanscrit College	ditto	,,	8	ditto	General proficiency in Sanscrit School Studies.
[illegible]oro Chunder Chuckerbutty, ...	ditto	ditto	,,	8	ditto	ditto.
[illegible]adharamun Goopto, ...	ditto	ditto	,,	8	ditto	ditto.
[illegible]am Chunder Chatterjee, ..	ditto	ditto	,,	8	ditto	ditto.
[illegible]rris Chunder Bhuttacharjee, ...	ditto	ditto	,,	8	ditto	ditto.
[illegible]ananda Chunder Goopto,	ditto	ditto	,,	8	ditto	ditto.
[illegible]adhub Chunder Ghose, ..	ditto	ditto	,,	8	ditto	ditto.
[illegible]settro Mohun Mookerjee,	ditto	ditto	,,	8	ditto	ditto.
[illegible]ash Chunder Banerjee, ..	ditto	ditto	,,	8	ditto	ditto.

* This is a lapsed Scholarship of the former year.

SENIOR SCHOLARSHIP EXAMINATION, 1858.

…cs.			History.							Vernacular Literature							Totals.						
Marks full = 1.			No. of Students per cent. who obtained.				Marks full = 1.			No. of Students per cent. who obtained.				Marks full = 1.			No. of Students per cent. who obtained.				Marks full = 1.		
Highest.	Lowest.	Mean.	More than ¾.	More than ½.	More than ⅓.	Less than ⅓.	Highest.	Lowest.	Mean.	More than ¾.	More than ½.	More than ⅓.	Less than ⅓.	Highest.	Lowest.	Mean.	More than ¾.	More than ½.	More than ⅓.	Less than ⅓.	Highest.	Lowest.	Mean.
[illegible]	*0	.32	6	33	89	11	*.81			3	83	100	0	*76	.42	.62	0	33	72	28	*.679	.217	.44
.425	.065	20	0	0	70	30			8	[illegible]	80	100	0	68	*.365	.55	0	0	70	30	.478	.210	.35
.35	.015	.32	0	30	100	[illegible]			.45	0	80	100	0	71	.48	59	0	30	90	10	.537	.302	.42
75	.115	.36	0	0	25				.30	0	100	100	0	655	.58	.63	0	25	50	50	.589	.300	.42
[illegible]	*0	[illegible]	0	0	50	50	.38	.23	.31	0	100	100	0	.73	.50	.65	0	0	38	62	.361	*.202	.31
[illegible]		.28	3	21	79	21	*.81	*.17	.42	1	85	100	0	*.76	*365	.61	0	24	69	31	*.679	*.202	.41

…ned in Mathematics as last year.

LIST OF CANDIDATES WHO ATTAINED THE ENGLISH JUNIOR SCHOLARSHIP STANDARD, BUT FOR WHOM NO SCHOLARSHIPS WERE AVAILABLE.

1. Khetter Mohun Ghose, ... Colootollah Branch School.
2. Grish Chunder Mitter, ... Ditto.
3. Mohin Chunder Haldar, ... Ditto.

CALCUTTA UNIVERSITY.

BACHELOR OF ARTS—PASS EXAMINATION, 1858.

LIST OF PASSED CANDIDATES.

SECOND DIVISION.

1. Bunkinchunder Chatterjee, ... Presidency College.
2. Juddoonauth Bose, ... Ditto.

Bachelor of Law Examination, 1858.

LIST OF CANDIDATES WHO HAVE PASSED THE EXAMINATION FOR THE DEGREE OF B L —THE DEGREE ITSELF WILL BE CONFERRED SO SOON AS THEY SHALL HAVE OBTAINED THEIR DEGREE OF B. A.

1. Amritalall Banerjee.
2. Ashootosh Dhur.
3. Dwarkanath Chuckerbutty.
4. Forbes, Thomas.
5. Greeja Sunker Doss.
6. Hurryhur Mookerjee.
7. Kadernath Chatterjee.
8. Nilmadhub Bose.
9. Probha Chunder Ghose.
10. Rattenlall Ghose.
11. [illegible] Mitter.

To

W GORDON YOUNG, Esq,

Director of Public Instruction.

SIR,

Having completed the examinations of the final Students of the Medical College, I have now the honor to report the result, which, I am sorry to say, is not so favourable as that of last year; for of seven students who presented themselves, four only have been considered qualified to enter on the duties of Sub-assistant Surgeons.

There was no change in the established mode of conducting the examinations, and I have, in the appendix,* arranged the students in the order of merit in which, after a very searching ordeal, I considered them entitled to stand.

I have had no doubt in giving the first place to Nilmadhub Holdar, whose conduct, as a student, has been unexceptionable; he has been very regular in his attendance and his cases have been well kept; he gained the Goodeve scholarship, various book prizes and six certificates of honor. His written replies to the questions in Medicine, Surgery and Midwifery were most creditable; he passed the best oral examination, acquitted himself well in practical Surgery and in making a post mortem inspection; and in the clinical examination of out-door dispensary patients, the amount of useful and practical knowledge he had acquired and retained was satisfactorily tested.

Binnobundhoo Dutt and Rahim Khan possess nearly the same amount of competency: they have been diligent and well conducted students, and have shown a general proficiency that is creditable to them. Rahim Khan wrote the best papers; but in other parts of the ordeal was not so ready and accurate as Binnobundhoo Dutt, who had another mark of precedence in having gained a gold medal.

Two mornings were set apart for practical examinations in the Eye Infirmary, and I have great pleasure in testifying that all the students showed an unusually accurate acquaintance with this im-

* This has been incorporated in the succeeding table.

portant and special branch of study. Here also Nilmadhub Holdar stood first in order of merit.

Kasseechunder Dutt and Hurrischunder Surma having failed to satisfy the assessors and myself of their competency for practice, have been each remanded to six months' study, and at the expiration of that time to undergo an examination, the one in Surgery and Medical Jurisprudence, the other in Medicine and Medical Jurisprudence.

Manickchunder Roy who was last year remanded to twelve months' study, was again most patiently examined, and, having broken down in almost every subject, was finally rejected. It is to be regretted that this youth, with a very defective preliminary education and inaptitude for professional study, should have been admitted into the College, for no skill in teaching and no opportunities of study would ever make him an efficient Medical practitioner

I have, &c.,

A. GRANT,

Government Examiner, Medical College.

The 27th March, 1858.

RETURN OF STUDENTS OF THE MEDICAL COLLEGE WHO OBTAINED DIPLOMAS IN THE YEAR 1857-58.

English Class.	*Hindustani Class.*	*Bengali Class.*
1. Nilmadhub Holdar.	1. Meer Ozeer Allee.	1. Gungagobind Banerjee.
2. Dinnobundoo Dutt.	2. Ameen Oodeen Ahmud.	2. Unnodapersaud Gangooly.
3. Rahim Khan.	3. Shaik Emam Oodeen.	3. Narainchunder Goopt.
4. Koroonacoomar Sen.	4. Emam Khan.	4. Gourmohun Ghose.
	5. Shaik Irshaud Hossain.	5. Kistodoss Soor.
	6. Abdoolla Khan.	6. Moteelall Goopta.
	7. Mirza Elahee Buksh.	7. Moteelall Chuckerbutty.
	8. Shaik Akbur Allee.	
	9. Gocoolpersaud.	
	10. Gyapersaud.	
	11. Shaik Fukeer Mahomed.	
	12. Hunoomun Persaud Patuck.	
	13. Banesram.	
	14. Meer Lutafuth Allee.	
	15. Shaik Abdoolla, 2nd.	
	16. Jowahur Hossain Khan, Assamese.	
	17. Ramchurn Loll.	
	18. Meer Velyoth Hossain.	
	19. Shaikh Abdoolla, 1st.	
	20. Abdool Ajeez.	
	21. Kadur Buksh.	
	22. Shaikh Rujeeb Allee.	
	23. Nawajesh Hossain Khan Assamese.	
	24. Brojoo Lall.	
	25. Shaikh Rumzan Allee.	

Questions set at the Examination

FOR

SENIOR OR COLLEGE SCHOLARSHIPS, 1857-58.

English Literature. No. 1.

1. Explain the words and passages in italics, and quote other passages from any poet where they occur having the same meaning:—

"The more *informed*, the less he understood."

"The *fool of nature* stood with stupid eyes."

"The dame herself the goddess well *express'd*"

"His mien he fashion'd, and his tongue he *fil'd*."

"Galesus he disown'd and chose to bear
"The name of fool, *confirm'd and bishoped by the fair*"

"And *raw in fields* the rude militia swarms;
"*Mouths without hands*."

"Pass'd out in open air *preventing* day."

2. Contrast the conduct of Cymon and Iphigenia during the storm at sea.

3. "Love never fails to master what he finds,
"But works a different way in different minds,
"The fool enlightens, and the wise he blinds."

Point out clearly how the above remark is illustrated in the fable of Cymon and Iphigenia.

4. "Whose odours were of power to raise from death."

Milton gives the same power to music. Quote the passage.

"To purchase but the tenth of all their store,
"Would make the mighty Persian Monarch poor."

Do you remember any other celebrated comparison between the beauty of flowers and the wealth of kings?

6. Explain clearly what is intended to be illustrated by the conduct of the three different troops that are made to appear in succession in "The Flower and the Leaf."

7. "For laurel is the sign of labour crown'd,
"Which bears the bitter blast, nor shaken falls to ground:
"From winter's winds it suffers no decay,
"For ever fresh and fair, and every month is May.
"Ev'n when the vital sap retreats below,
"Ev'n when the hoary head is hid in snow,
"The life is in the leaf, and still between
"The fits of falling snow appears the streaky green"

What are the defects of the flower which are contrasted with the above?

8. "Unnumbered suppliants crowd Preferment's gate
"Athirst for wealth, and burning to be great:
"Delusive Fortune hears th' incessant call,
"They mount, they shine, evaporate, and fall.
"On every *stage* the foes of peace attend,
"Hate *dogs* their flight, and insult mocks their end.
"Love ends with hope, the sinking statesman's door
"Pours in the morning worshipper no more;
"For *growing* names the weekly scribbler lies;
"To growing wealth the dedicator flies;
"From every room descends the painted face
"That hung the bright *palladium* of the place;
"And *smok'd in kitchens*, or in auctions sold,
"To *better features* yields the frame of gold."

"If fortune listens to the incessant call," why is she described as being delusive?

Explain the words in italics, and paraphrase the last six lines.

9. In your own words state how Johnson answers these questions.

"Where then shall hope and fear their objects find?
"Must dull suspense corrupt the stagnant mind?
"Must helpless man in ignorance sedate
"Roll darkly down the torrent of his fate?
"Must no dislike alarm, no wishes rise,
'No cries invoke the mercies of the skies?"

10. "Still green with days each ancient altar stands
"Above the reach of sacrilegious hands;
"Secure from flames, from envy's fiercer rage,
"Destructive war and all involving age.
"No place so sacred from such fops is barr'd,
"Nor is Paul's church more safe than Paul's church-yard.
"Nay, fly to altars; there they'll talk you dead;
"For fools rush in where angels fear to tread."

"Unnumber'd throngs on every side are seen,
"Of bodies changed to various forms by Spleen.
"Here living teapots stand, one arm held out,
"One bent; the handle this, and that the spout;
"A pipkin there, like Homer's tripod, walks;
"Here sighs a jar, and there a goose-pie talks."

"The bard whom pilfer'd pastorals renown,
"Who turns a Persian tale for half a crown,
"Just writes to make his barrenness appear,
"And strains, from hard-bound brains, eight lines a year.
"He, who, still wanting, though he lives on theft,
"Steals much, spends little, yet has nothing left."

Explain each of the above passages.

11. What appropriate punishments does Ariel threaten to inflict upon the Sylphs, in case they neglect their charge?

12. "I ought to grieve, but cannot what I ought,
"I mourn the lover, not lament the fault,

"I view my crime, but kindle at the view,
"Repent old pleasures and solicit new."

Quote similar sentiments from other writers than Pope.

English Literature. No. 2.

---

1 Give such explanations of the following passages, particularly of those in italics, as will shew that you understand the language, meaning and allusions.

"As when the force
"Of subterranean wind transports a hill
"Torn from *Pelorus*, or the shatter'd side
"Of thundering Etna, whose combustible
"And fuel'd entrails, *thence* conceiving fire
"*Sublim'd* with mineral fury."

"Or scatter'd sedge
"Afloat, when with fierce winds *Orion arm'd*
"Hath vexed the Red-Sea coast, whose waves overthrew
"*Busiris* and his *Memphian chivalry*,
"While with *perfidious* hatred they pursu'd
"*The sojourners of Goshen.*"

"Came *Astoreth*. ....
..................."Where stood
"Her temple on the *offensive* mountain, built
"By that uxorious King, *whose heart, though large,*
.... "*fell*
"To idols foul."

.... "Then wander forth the *sons*
"*Of Belial, flown* with insolence and wine."

.. .."In guise
"Of warriors old, with *order'd* spear and shield."

"*To suffer, as to do,*
"Our strength is equal."

"Since our present lot appears
"*For happy though but ill, for ill not worst.*"

"Nor fail'd they to express how much they *prais'd*
"That for the general safety he despis'd
"His own: for neither do the spirits damn'd
"Lose all their virtue; *lest bad men should boast*
"*Their specious deeds on earth,* which glory excites,
"Or close ambition, varnish'd o'er with zeal."

"The parching air
"*Burns frore, and cold performs the effects of fire.*"

"As when, far off at sea, a fleet descried
"*Hangs in the clouds, by equinoctial winds*
"*Close sailing* from Bengala, or the isles
"*Of Ternate or Tidore,* whence merchants bring
"Their spicy drugs; they on the *trading flood*
"Through the *wide Ethiopian* to the Cape,
"Ply *stemming nightly* toward *the pole.*"

"His habit fit for speed *succinct,* and held
"Before his *decent* steps a silver wand."

2. Milton uses three comparisons to represent the numbers of the fallen angels, once while they "lay entranc'd," another when "up they sprung upon the wing," and a third when "in even balance down they light." What are the comparisons?

3. "As bees
"In spring time, when the sun with Taurus rides,
"Pour forth their populous youth about the hive,
"In clusters; they among fresh dews and flowers
"Fly to and fro; or on the smoothed plank,
"The suburb of their straw-built citadel

"New rubb'd with balm, expatiate and confer
"Their state affairs."

Explain this allusion, and point out how appropriately it is applied by Milton.

4. Give the argument of Belial's speech before the council at Pandemonium.

5. Explain the Christain doctrine contained in the following passage.

"So man, as is most just,
"Shall satisfy for man, be judg'd and die;
"And dying rise, and rising with him raise
"His brethren, ransom'd with his own dear life;
"So heavenly love shall out-do hellish hate,
Giving to death and dying to redeem."

6. What artifices does Satan adopt to overcome Sin and Death and to deceive Uriel?

7. Addison says our pursuit after fame hinders us in the attainment of that happiness which is reserved for us in another world, on these grounds—First, because the strong desire of fame breeds several vicious habits in the mind. Secondly, because many of those actions which are apt to procure fame are not in their nature conducive to this our ultimate happiness. Thirdly, because it we should allow the same actions to be the proper instruments, both of acquiring fame and of procuring this happiness, they would nevertheless fail in the attainment of this last end, if they proceeded from a desire of the first. Briefly illustrate these grounds.

8. In writing upon the effects of custom, Addison remarks, "The mind grows fond of those actions she is accustomed to, and is drawn with reluctance from those paths in which she has been used to walk." Make any short remarks upon this that may suggest themselves to you.

9. If you see anything wrong in either of the following sentences, point it out.

"There are few words in the English language which are employed in a more loose and circumscribed sense than those of Fancy and Imagination."

"It is but opening the eye, and the scene enters."

Vernacular. No. 1.

MAHABHARAT.

শরদ কমল পত্র, অরুণ যুগল নেত্র, শ্রুতিমূলে মকর কুণ্ডল ।
বিকসিত মুখপদ্ম, কোটি সুধাকর সদ্ম, ওষ্ঠাধর অরুণ মণ্ডল ॥
তনুরুচি নীলাম্বুজ, আজানু লম্বিত ভুজ, ঘোরতর তিমির বিনাশ ।
মস্তকে মুকুট শোভা, শত দিবাকর প্রভা, কনক বরণ পীতবাস ॥
যুগপদ কোকনদ, অখিল অভয় পদ, ভুবন ভরিয়া যার বাদ ।
যেই পদ অহর্নিশ, ধ্যানে ধ্যায় অজ ঈশ, শুক ধ্রুব নারদ প্রহ্লাদ ॥

1. Paraphrase the above extract (in Bengali prose) using as many of your own words as possible.

পাদপদ্ম মোক্ষনিধি, যাহে জন্মে সুরনদী, তিন লোক পবিত্র কারণ ।
যার পদ চিহ্ন পায়ে, অনন্ত অভয় হয়ে, কালিয় বিহরে যথা মন ॥
বজ্র বক কেশি কংস, দুষ্ট জন দর্প ধ্বংস, বৃষ্ণি বংশে শফরী ফলিল ।
স্বভক্ত কুমুদ ইন্দু, পাণ্ডবগণের বন্ধু, নিজরূপে সৃজিল অখিল ॥

2. What stories in Hindu mythology are referred to in this passage? What is সুরনদী and why is it so called?

পৃথিবী দক্ষিণে সূর্য্যসুতের ভবন ।
তথাকারে চলিলেন ইন্দ্রের নন্দন ॥

জিনিলেন যাহে রথ পবনের গতি ।
মুহূর্ত্তেকে উত্তরিল যথা প্রেতপতি ॥

3. Who are meant by ইন্দ্রের নন্দন and প্রেতপতি?

কহ কৃষ্ণ দেখিয়াছ শুনেছ শ্রবণে।
বরপূর্ব্বা কন্যা হরিয়াছ কোন জনে॥
এতেক বলিল যদি চেদির ঈশ্বর।
শুনি সুদর্শনে আজ্ঞা দিলেন শ্রীধর॥
শিশুপালের অঙ্গে তেজ হইয়া বাহির।
আকাশে উঠিল যেন দ্বিতীয় মিহির॥
মাতুল সহিত বিহরয়ে নরবর।
স্ফটিকের বেদি দেখি যেন সরোবর॥
জল জানি নরপতি তুলিল বসন।
পশ্চাৎ জানিয়া বেদি লজ্জিত রাজন॥
স্ফটিক মণ্ডিত বাপী ভ্রমে না জানিল।
সবসন দুর্য্যোধন বাপীতে পড়িল॥
সোদক বসন ত্যজি পরাইল বাস।
করাইল নিযুক্ত লোকের যত হাস॥

4. (*a.*) Explain the 2nd, 6th, 8th, and all the following lines in the above extracts.

(*b.*) What are the meanings of শ্রবণে (1st line) and শ্রীধর (4th line)?

এক পদাঙ্গুলীতে রহেন দাণ্ডাইয়া।
ঊর্দ্ধ দুই বাহু করি নিরালম্ব হৈয়া॥
তাঁর তপে তাপিত হইল গিরিবাসী।
গন্ধর্ব্ব চারণ সিদ্ধ যত মহাঋষি॥
হরের চরণে নিবেদিল গিয়া সব।
হিমালয়ে কেমনে থাকিব বল ভব॥
পর্ব্বত তাপিত হৈল অর্জ্জুনের তপে।
আজ্ঞা কর আমরা রহিব কোন রূপে॥
গিরীশ বলেন সবে যাহ নিজালয়।
আমি বর দিয়া শান্ত করি ধনঞ্জয়॥

এত বলি মেলানি দিলেন সর্ব্ব জনে।
মায়ায় কিরাতরূপ ধরেন তৎক্ষণে॥
কিরাত গৃহিণীরূপা নগেন্দ্রনন্দিনী।
সে রূপ হইল সব তাঁহার সঙ্গিনী॥

5. (*a.*) Explain the words নিরালম্ব, ভব, গিরীশ, মায়ায়, নগেন্দ্র-নন্দিনী।

(*b.*) In what case is জনে ?

সমুদ্র লহরী যেন রথের পতাকা।
মেঘের সদৃশ হস্তী নাহি যার লেখা॥
মনোজব মনোজ্ঞ উত্তম তুরঙ্গম।
পৃথিবী আচ্ছাদি বীর বিশাল বিক্রম॥
স অস্ত্র সকল সৈন্য দেখিতে সুন্দর।
শমন সভয় হয় কি বা ছার নর॥
শুনিয়া কৌরবপতি বিলম্ব না কৈল।
গমন সময় সব বিদুর জানিল॥
যথা রাজা সৈন্যমাঝে যায় শীঘ্রগতি।
মধুর সম্ভাষে কহে দুর্য্যোধন প্রতি॥
কুরু বংশ শ্রেষ্ঠ তুমি রাজচক্রবর্ত্তী।
পূরিল ভুবন তিন তোমার সুকীর্ত্তি॥
সভাকার মন মুগ্ধ প্রভাস গমনে।
নিষেধ নাহিক করি আমি সে কারণে॥
কার সনে দ্বন্দ্ব নাহি কোন কালে কর।
দুর্য্যোধন বলে তাত যে আজ্ঞা তোমার।
সৈন্য কোলাহল জিনি সাগর গর্জ্জন।
প্রমাদ গণিল সবে না বুঝি কারণ॥
জনপদ ছাড়ি সবে প্রবেশিল বন।
হেনকালে অস্তাচলে যান বিকর্ত্তন॥
পূর্ব্ব দিকে প্রকাশ করিল কলানিধি।
কুমুদিনী বিকসিতা দেখিয়া কৌমুদী॥

মাঘের মাসেতে সিত পক্ষ চতুর্দ্দশী।
সেই দিন চলিল দুর্ব্বাসা মহাঋষি॥

6 (*a*) Give the meanings of the following words লহরী, মনোজব, তুরঙ্গম, শমন, লাব, চক্রবর্ত্তী, বিবর্জ্জন, কলানিধি, মাধব, সিত, কৌমুদী।

(*b*.) How would the following words be written in prose, আচ্ছাদি, কৈল, সস্তাকার, নিরবেঃ কার মনে, জিনি. সভে, বুঝি, ছাড়ি।

(*c*.) What part of speech is সম্ভাবে? In what cases are the words ভুবন, সুকীর্ত্তি, তাত, কোলাহল, সাগরগর্জ্জন, প্রমাদ, সভে, জনপদ, দিগ, কৌমুদী।

(*d*.) State the *samás* (সমাস) in the following words; বিস্ময়াপন্ন, ইন্দ্র কার্য্যে, বিশাল বিক্রম, সঅশ্রু, কৌরব পতি, সাগর গর্জ্জন।

(*e*.) Point out, in the passages given above the several preceding questions, instances, in which words not being in the nominative case are used as agents of verbs.

PURUSH PARIKHYA.

পূর্ব্বকালে শশী এবং মুলদেব নামে দুই সখা ছিল তাহারা নিজ গুণ গরিমাতে অতিশয় গর্ব্বিত ছিল।

রাজা এই কন্যার বিবাহের চেষ্টা সর্ব্বদা করেন, কিন্তু কন্যা কাহাকেও স্বামিরূপে স্বীকার করেন না সর্ব্বদা যোগিনীর নিকটে জ্ঞান শিক্ষা করেন।

অনন্তর মালিনী ঐ স্ত্রী বেশধারি পুরুষকে সঙ্গে লইয়া রাজকুমারীর নিকটে গিয়া নিবেদন করিল যে হে রাজকুমারি ইহার নাম শশিলেখা ইনি সাধ্বী স্ত্রী তোমাকে আশ্রয় করিয়া কালযাপন করিতে ইচ্ছা করেন।

পূর্ব্ব জন্মে আমি মৃগী ছিলাম এবং আমার স্বামী কৃষ্ণসার ছিলেন এক সময়ে নূতন কুশাঙ্কুরেতে পরিপূর্ণ এক ক্ষেত্রেতে চরিতেছিলাম আমার অনুরক্ত স্বামীও নিকটেই ছিলেন হঠাৎ ব্যাধের জালেতে সেই স্থান বেষ্টিত হইল তখন আমি পূর্ব্বমুখে অধিক গমনাগমন করিতে পারি না ব্যাধের জাল দেখিয়া স্বামিকে কহিলাম হে মৃগ তুমি উল্লম্ফন করি-

তে সমর্থ বট এই জাল উল্লঙ্ঘন করিয়া শীঘ্র কোন স্থানে গিয়া আপনার প্রাণরক্ষা কর।

কিন্তু বামিতে আমার অধিক ভক্তি ছিল সেই পুণ্যেতে আমি জাতিস্মরা হইয়া রাজবংশে জন্মিয়াছি।

হে বুদ্ধিমতি রোদন করিও না সকল কর্ম্ম ঈশ্বরায়ত্ত।

7. (*a.*) What are the meanings of গরিমা, যোগিনী, জাতিস্মরা, বুদ্ধিমতি, ঈশ্বরায়ত্ত? of what gender are they?

(*b.*) What is the masculine of সাধ্বী?

(*c.*) Explain the Sandhi in the words কুশাঙ্কুর, উল্লঙ্ঘন, উজ্জ্বল, ঈশ্বরায়ত্ত।

(*d.*) Have not the words বুদ্ধিমতী and কুমারী their final vowels long—why then are they short in the 8th and last lines of the above extract?

(*e.*) Why is it the cerebral n (ণ) in the word প্রাণ but the dental in রোদন? Is the n cerebral in গুণ and পুণ্য for the same reason as in প্রাণ?

Vernacular. No. 2.

I. Translate the following passage into English:—

ভূপাল বালক এবম্বিধ বিবেচনা করিয়া সেই মহীরুহোপরি আরোহণ করিলেন। অগ্রবর্ত্তি বিপটে উঠিলে তত্রস্থ একটা বানর করস্পর্শে নরের আকার বুঝিতে পারিয়া জিজ্ঞাসা করিল তুমি কে হে? এ সময় কি নিমিত্তে গাছের উপর আসিলে? রাজনন্দন আদ্যোপান্ত সমস্ত বৃত্তান্ত বর্ণন করিলেন। বানর তচ্ছ্রবণে করুণাবিষ্ট হইয়া বলিল নৃপকুমার তরুর তলহইতে শিখরে আসিয়া ভাল করিলে নচেৎ এখনি হিংস্র জন্তুর করাল কবলে পতিত হইতে। শাখামৃগ বটশাখায় বসিয়া নৃপনন্দনকে এই রূপ কহিতেছে ইতিমধ্যে ভয়ঙ্কর গর্জ্জন করত একটা ভীষণাকার শার্দ্দূল ঐ গাছের নীচে আসিয়া উপস্থিত হইল এবং মনুষ্যের গাত্র গন্ধ প্রাপ্ত হওয়াতে সাতিশয় ব্যগ্র হইয়া মাংস ভক্ষণ ও শোণিত পান-দ্বারা ক্ষুৎ পিপাসা নিবৃত্তি নিমিত্ত মূলে বসিয়া নানা প্রকার চেষ্টা করিতে লাগিল।

2. Translate the following passages into Bengalee:

But it is on shipboard, where a great system is maintained in motion, and where we are surrounded with a multitude of objects which participate with ourselves and each other in the common progress of the whole mass, that we feel most satisfactorily the identity of sensation between a state of motion and one of rest. In the cabin of a large and heavy vessel, going smoothly before the wind in still water, or drawn along a canal, not the smallest indication acquaints us with the way it is making. We read, sit, walk, and perform every customary action as if we were on land. If we throw a ball into the air, it falls back into our hand; or, if we drop it, it lights at our feet. Insects buzz around us as in the free air; and smoke ascends in the same manner as it would do in an apartment on shore.

In vain they push'd inquiry to the birth
And spring time of the world; ask'd, Whence is man?
Why form'd at all? and wherefore as he is?
Where must he find his Maker? with what rites
Adore him? Will he hear, accept, and bless?
Or does he sit regardless of his works?
Has man within him an immortal seed?
Or does the tomb take all? If he survive
His ashes, where? and in what weal or woe?
Knots worthy of solution, which alone
A Deity could solve. Their answers, vague
And all at random, fabulous and dark,
Left them as dark themselves. Their rules of life,
Defective and unsanction'd, proved too weak
To bind the roving appetite, and lead
Blind nature to a God not yet reveal'd.

History and Geography. No. 1.

(1.) State the number and the appellation of the Saxon Sovereignties. Describe the effects of the Roman conquest on the ancient Britons, and the nature of the changes introduced by the Norman conquest.

(2.) Enumerate what are accounted the successive charters of English liberty from Magna Charta downwards. How did the character of John and that of his son Henry III affect the liberties of England?

(3.) Mention the cause and describe the most important consequences of the Crusades.

(4.) State the main causes of the subserviency which disgraced the Tudor Parliaments, and name some of the statutes passed by them. Can you give any instances of a disposition on the part of the Parliament to resist the sovereign?

(5.) Contrast Henry VII and Henry VIII both in character and circumstances.

(6.) State briefly the arguments for and against the treaty of Utrecht.

(7.) What were the titles of Henry VII, James I, and George I to the throne of England?

(8.) What foreign princes were contemporaries with George I? Enumerate the chief events of his reign.

(9.) State the distinctive characters of Whig and Tory. To which of these parties did Rochester, St. John, and Halifax belong?

(10.) In what reigns did the following persons live, and for what are they especially remarkable: Roger Bacon, Wm. of Wykeham, R. Langlande, Wm. Caxton, John Napier, Coverdale, Richard Hooker, Hales, and Chillingworth?

History and Geography. No. 2.

(1.) Give a brief account of the state of the arts and sciences amongst the ancient Hindus; and mention the causes which tended to obstruct the progress of Physical science amongst them.

(2.) Compare the poetry of the Mahomedans with that of the Hindus. In what branch of literature did the Mahomedans excel their Hindu predecessors? When did Mahomedan literature finally decline in India?

(3.) Name the three grand Tartar tribes. To which tribe did Baber belong? Give a brief account of his conquests; describe his character, and compare it with that of Tamerlane.

(4.) Give a short account of the Rajpoots. Name the four greatest kingdoms of India shortly before the time of Shahab-u-din.

(5.) Mention some of the leading events in the life of Aurungzebe; compare his policy with that of Akbar.

(6.) To what causes do you attribute the fixed and stationary condition of all large Asiatic kingdoms?

(7.) Name the principal acquisitions of the British in India in chronological order. Draw a map of India, marking the political divisions.

Mathematics. No. 1.

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1. Equal triangles upon equal bases, in the same straight line, and towards the same parts, are between the same parallels.

The points which bisect the diagonals of all equal parallelograms, upon equal bases in the same straight line and towards the same parts are situated in one straight line.

2. The angles in the same segments of a circle are equal to one another.

Equal arcs are intercepted between any two parallel lines which cut a circle.

3. Define similar rectilineal figures

In right-angled triangles, the rectilineal figure described upon the side opposite to the right-angle, is equal to the similar and similarly described figures upon the sides containing the right angle.

4. When is a straight line said to be perpendicular to a plane?

Draw a straight line perpendicular to a plane from a given point above it.

Find the locus of all points equally distant from any three given points, not in the same straight line.

5. Find what values of x make $\frac{6x^3 + 5ax^2 - 2a^2x - a^3}{6x^3 - 7ax^2 + a^3}$ a vanishing fraction, and evaluate it in those cases.

6. Define ratio, and explain why the quantities compared must be of the same kind.

If $a : b = c : d$, then $a + b : c + d = a^2\,\overline{c-d} : c^2\,\overline{a-b}$.

7. Find the $\overline{r+1}^{th}$ term of $\left(x^2y - \sqrt{-a^3x^4}\right)^{\frac{11}{2}}$

8. If s_1, s_2, s_3, s_4 are the sums of 4 arithmetic series, each to n terms, the first terms being 1, 2, 3, 4, and the differences 1, 3, 5, 7, show that $s_1 + s_2 + s_3 + s_4 = 2n\,\overline{4n+1}$.

9. A merchant buys 1200 quarters of corn, one-fifth of which he sells at a gain of 5 per cent., one-third at a gain of 8 per cent., and the remainder at a gain of 12 per cent.; if he had sold the whole at a gain of 10 per cent., he would have obtained £22·18s. more: what was the cost price per quarter?

10. Given $\tan 2\theta = \sqrt{8}$ find $\tan \theta$, and explain, clearly illustrating with a figure, the meaning of the double sign.

How many degrees, minutes, &c., are there in an angle whose circular measurement is represented by 17?

11. Show that $\sin 3A \operatorname{cosec} A - \cos 3A \sec A = 2$.

And $\tan A + \tan B + \tan C = \tan A . \tan B . \tan C$ if $A + B + C = 180°$.

12. Prove that the signs of the angles of a triangle are proportional to the opposite sides.

Hence deduce the expression for the cosine of an angle in terms of the sides.

13. Express the area of a triangle first in terms of two sides, and the containing angle, and then in terms of one side and the adjacent angles.

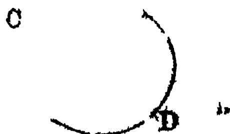
Two sides of a triangle are equal to 3 and 12 respectively, and the contained angle is equal to 30°; find the hypothenuse of an equal right-angled isosceles triangle.

14. Define a logarithm and the base of a system of logarithms. Given $\log_{10} 2 = .3010300$ find $\log_{10} \sqrt[3]{.0125}$ also $\log_3 2187$, $\log_{10} .0001$ and $\log_2 (\cos. 45°)$.

Mathematics. No. 2.

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1. Find the area of a parabolic segment cut off by any diameter, and the semi-ordinate.



2. C D E is a portion of an ellipse traced upon a plane; shew how you would complete it.

3. The perpendiculars from the foci of an ellipse upon the tangents at any points intersect these tangents in the circumference of one circle.

4. Define and prove the properties of conjugate diameters in the hyperbola.

5. A force may be represented by a straight line in three respects: what are they?

If two forces acting on a particle be represented in magnitude and direction by two straight lines drawn from that point, their resultant will be represented in direction, by the diagonal passing through that point, of the parallelogram upon those lines.

6. Any given body can only have one centre of gravity. A heavy uniform triangular plate is supported in any position, not vertical, by three parallel forces acting at the three angles of the triangle; compare these forces.

7. Find the relation between the power and the weight in that system of pulleys, where the chords are parallel and the power at each pulley acts as weight to the next above it, the pulleys being all of equal weight.

8. Investigate the conditions of equilibrium on the screw, and shew that they are independent of the radius of the cylinder.

9. On two adjacent sides of a square, semicircles are described, find the distance of their centre of gravity from the common angular point. Given the centre of gravity of a semicircle to be at a distance from its centre equal to the diameter divided by 3π.

10 D.f'n *moving force and momentum.*

a ... having a weight P resting upon it, suddenly descends with a uniform velocity of 16 feet in one second, what will be the pressure of P upon the table after five seconds

11 Enunciate the third law of motion.

Two ... five and seven pounds attached by a string are hung over ... of Atwood's machine, supposing friction not to ..., wha... velocity generated in ten seconds.

12 Investigate ... expression $s = \frac{1}{2} f. t^2$ and point out how it is homogeneous in res... of t.

Mathematics. No. 3.

1. In A B, the diameter of a circle, take two points C, D, ...lly distant from the centre, and from any point E in the circumference draw E C E D; shew that $EC^2 + ED^2 = AC^2 + AD^2$.

2. If from the vertex of a pyramid, whose four faces are four equal and equilateral triangles, a perpendicular b. drawn to the base; and if from the point where it meets the base another perpendicular be drawn to any of the other three sides, this latter perpendicular is equal to one-third of the former.

3. If P and Q be the two points in which circles inscribed in and escribed—that is touching one side and the other two produced— to a given triangle touch one of its sides A B, prove that AP=BQ.

4. The three sides of a triangle a, b and c are as the numbers 4, 5, 6, find the angle B. Given log. 2 = .3010300.

L. cos. 27° 53' = 9.9464040. L. cos 27° 54' = 9.9463871.

5. Find θ and ϕ from the equations

$\sin \theta + \sin \phi + \sin a = \cos \theta + \cos. \phi + \cos. a$, and $\theta + \phi = 2 a$

Shew that $\sin 3 \theta. \sin^3 \theta + \cos. 3 \theta \cos.^3 \theta = \cos^3 2 \theta$.

6 Solve the equations (1) $x^2 - 2x + 4 = 2\sqrt{x^2 - 1}$
(2) $\overline{x-y}\ \overline{x^2+y^2} = x^3 + y^3$

$xy = c$ (3) $\sqrt{2} + 1 - \frac{1}{\frac{1}{2^x - 1}}$

7. The number of variations of n things taken r together : the number taken $r-2$ together : 120 : 1 and the corresponding numbers of combinations are as 10 : 1, find n and r

8 A train starts from Howrah to Raneegunge passing through Burdwan, where it stops 20 minutes. Two minutes and 24 seconds after leaving Burdwan it meets an express train which left Raneegunge when the other was at Pandoah, which is 28 miles on the other side of Burdwan The trains travel uniformly, and the rate of the express is that of the other : 3 : 2 The express performs the whole journey from Raneegunge to Howrah in [illegible] and if on reaching Howrah it return immediately to [illegible], it will arrive there 3 hours and 34 minutes after the other [illegible] the distance from Howrah to Burdwan and from Burdwan to Raneegunge

9. If P be any point in a parabola, S the focus and PN a perpendicular upon the major axis and a circle be described about the triangle SPN, then the tangent drawn [illegible] will be equal to [illegible] PN.

10 If from the centre of an [illegible] be drawn [illegible] perpendicular to the tangent at any point, they will [illegible] one of the focal distances of that point, which is equal to the other focal distance

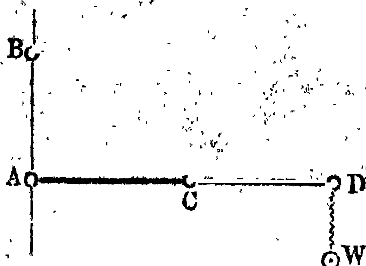
11. A right cylinder on a circular base is cut by a plane prove that the section is an ellipse

12 If SVs and TVt be two tangents to a hyperbola meeting in V, and cutting one asymptote in S and T and the other in s and t, prove that VS : Vs = Vt : VT.

13. The axes of two couples are inclined to one another at an angle of 135°, and their moments are to one another as $\sqrt{2}$: 1, find the moment, and the position of the plane of the couple which will balance them.

14. A cylinder whose length is three times its radius is suspended by a string fastened to a point in the circumference of one end; find the angle which its axis makes with the vertical.

15. A rigid rod A C D, without weight, capable of moving about a hinge at A, and having a weight W suspended at D, is kept in a horizontal postion by another rigid rod B C, also without weight, and having hinges at B and C, supposing A and B to be in the same vertical line, find the direction and magnitude of the strain at A.



16. In dynamics if the unit of time be altered in the ratio of 1 : n and the unit of length in the ratio of 1 : m, in what ratio is the measure of force altered?

[illegible] body [illegible] projected with a given velocity down a smooth plane [illegible] to the horizon at an angle of 60° through what space will it [illegible] during the 5th second?

N. B.—Questions 1 and 15 were changed for those printed below for the Presidency and Hooghly Colleges.

1. A straight line is drawn, terminated by one of the sides of an isosceles triangle; and by the other side produced, and bisected by the base; prove that the straight lines thus intercepted between the vertex of the isbsceles triangle and this straight line are together equal to the two equal sides of the triangle.

15. A uniform heavy beam is suspended by strings attached to its extremities, passing over a smooth peg, and having unequal weights attached to their other extremities, so that the weights hang down on opposite sides of the peg. Find the sides of the triangle, formed by the beam and the strings, when the system is in equilibrium

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Questions set at the Examination

FOR

JUNIOR OR SCHOOL SCHOLARSHIPS, THAT IS THE UNIVERSITY ENTRANCE EXAMINATION,
1857-58

[N. B.—Each Candidate was examined in two languages only, of which English was necessarily one.]

English. No. 1

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1. State what you know of the life and character of Cowper. He has been called "the great regenerator of modern poetry;" in what sense is this true?

Value 5.

2. Mighty winds,
That sweep the skirt of some far-spreading wood
Of ancient growth, make music not unlike
The dash of Ocean on his winding shore,
And lull the spirit while they fill the mind.
Unnumbered branches waving in the blast,
And all their leaves fast fluttering, all at once.
Nor less composure waits upon the roar
Of distant floods, or on the softer voice
Of neighbouring fountain, or of rills that slip
Through the cleft rock, and, chiming as they fall
Upon loose pebbles, lose themselves at length
In matted grass, that with a livelier green
Betrays the secret of their silent course.
Nature inanimate employs sweet sounds,

But animated nature sweeter still,
To soothe and satisfy the human ear
Paraphrase these lines very literally.

Value 5.

3. Of what verb is 'cleft' the past participle? Mention any other English verbs which have two forms of this participle

Value 4.

4. Give the literal meanings of the following words, *transient*, *trivial*, *aquiline*, *articulate*; *labyrinth*, *sinuous*, *hypocrite*, *supercilious*, *demagogue*.

Value 5

5. Set forth in your own words the nature of the distinction which Cowper draws between Knowledge and Wisdom

Value 4

6. I was a *stricken* deer, *that* left the herd
Long since, with *many* an arrow *deep* infixed,
My parting side *was charged*, *when* I withdrew
To seek a tranquil death *in* distant shades.

Parse the words in Italics.

Value 3.

7. Distinguish between the following expressions, –
'Since the Steamer has arrived.'
'If the Steamer be arrived.'

Value 3.

8. Define a participle and state its principal uses.

Value 3.

9. Defend me, therefore, Common Sense, say I
From reveries so airy, from the toil
Of dropping buckets into empty wells,
And growing old in drawing nothing up
Of what has Cowper here been speaking? give a very brief outline of the context.

Value [illegible]

10. Explain the terms Ellipsis, Pleonasm, and Apposition; giving examples of each.

Value 4.

11. Would I had fall'n upon those happier days
That poets celebrate; those golden times
And those Arcadian scenes that *Maro* sings,
And *Sidney*, warbler of poetic prose.

State what you know of 'Maro' and of 'Sidney;' and give the names of their principal works.

Value 5.

12. 'The Committee was of one mind.'
'The Committee were of one mind.'

Which of these expressions is correct? Or are both so? If the latter, what idea predominates in the first, and what in the second case? Give the general rule as to the number of the verb that shall accompany collective nouns.

Value 4.

English. No. 2.

1. In what year was the battle of Trafalgar fought, and how old was Nelson at that time?

Value 3½.

2. Who commanded the French and Spanish fleets respectively at Trafalgar, and what was the fate of these Admirals.

Value 3½.

3. (*a*) "Nelson groaned over the spirit of over-reasoning caution and unreasoning obedience."

(*b*) "Regardless of this interdict, which under the circumstances it would have been an act of suicidal folly to have regarded, he anchored in the bay."

Explain these sentences.

Value 3.

4. State what you know of the battle of the Nile. Which side had the advantage of numbers in ships, guns and men? What incident caused the firing on both sides to cease for a time?

Value 3.

5. What were the effects of the battle of the Nile on Austria, on Russia and on Naples respectively.

Value 4.

6. Describe in few words the state of Naples at this period.

Value 4.

7. On what single occasion did Nelson refuse to obey the order of a superior officer?

Value 3.

8. Give instances of nouns which by a simple transposition of the accent become verbs.

Value 4.

9. Distinguish between verbs transitive and verbs intransitive.

Value 3.

10. "I *walk* to town."

"He *walked* the horse to the stable."

Is the verb 'to walk' transitive or intransitive? And is it the same in both these examples?

Value 3.

11. Distinguish between the following expressions:—

(a) Long and repeatedly did Nelson solicit the troops to effect the reduction of this important place.
Long and repeatedly did Nelson solicit troops to effect the reduction of this important place.

(b) The Captain and Commodore.
The Captain and the Commodore.

(c) The two first frigates.
The first two frigates.

Value 3.

13. 'The battle being over, the fleet withdrew'
In what case is 'battle'?

Value 2.

Write a very short Essay on this sentence in Southey's account of Nelson's early death;—

"He cannot be said to have died prematurely whose work "was done, nor ought he to be lamented who died so full of "honours, and at the height of human fame."

Value 9.

Bengalee No. 1.

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1. রাজ্যখণ্ড ছাড়ি রাম যান বনবাসে।
শিরে হাত দিয়া কান্দে সভে নিজবাসে॥
মাঝে সীতা আগে পাছে দুই মহাবীর।
তিন জন হইলেন পুরীর বাহির॥
স্ত্রী পুরুষ কান্দে যত অযোধ্যা নগরী।
জানকীর পাছে ধায় অযোধ্যার নারী॥
যে সীতা না দেখিলেন সূর্য্যের কিরণ।
হেন সীতা বনে যান দেখ সর্ব্বজন॥
যেই রাম ভ্রমেন সোনার চতুর্দ্দোলে।
হেন প্রভু রাম পথ বহেন ভূতলে॥
কোথাও না দেখি হেন কোথাও না শুনি।
হাহাকার করে বৃদ্ধ বালক রমণী॥
জগতের নাথ রাম যান তপোবনে।
বিদায় হইতে যান পিতার চরণে॥
বুঝি রাজা দশরথের হরিয়াছে জ্ঞান।
রাম বনে গেলে তাঁর কিসে রবে প্রাণ॥
রাজারে পাগল কৈল কৈকেয়ী রাক্ষসী।
রাম হেন পুত্র যার হৈল বনবাসী॥

মনে বুঝি রাজার যে নিকট মরণ।
বিপরীত বুদ্ধি হয় এই সে কারণ॥
জানকী সহিত রাম যান তপোবন।
রাজ্যসুখ ভোগ ছাড়ি চলিল লক্ষ্মণ॥

Answer the following questions :—

a. রাজ্যখণ্ড ছাড়ি রাম যান বনবাসে।—
রাম কিজন্যে রাজ্যখণ্ড ছাড়িয়া বনবাসে চলিলেন তাহার সবিশেষ লিখ।

b. যে সীতা না দেখিলেন সূর্য্যের কিরণ।—
ইহার অর্থ ও তাৎপর্য্য কি।

c. রাম পথ বহেন ভূতলে।—
ইহার অর্থ কি।

d. বন ও তপোবন এই উভয়ের বিশেষ কি বল।

e. বুদ্ধি নাহি ভূপতির হরিয়াছে জ্ঞান।—
এস্থলে হরিয়াছে ক্রিয়ার কর্ত্তা কে।

f. রাজারে পাগল কৈল কৈকেয়ী রাক্ষসী—
কৈকেয়ী কে, তাহাকে রাক্ষসী বলিল কেন, সেই বা রাজাকে কি রূপে পাগল করিল; এ স্থলে পাগল শব্দের অর্থ কি, আর পাগল শব্দের প্রকৃত অর্থের সহিত ঐ অর্থের ভেদ কি।

g. মনে বুঝি রাজার যে নিকট মরণ। বিপরীত বুদ্ধি হয় এই সে কারণ।—
ইহার অর্থ কি।

h. রাজ্যসুখ ভোগ ছাড়ি চলিল লক্ষ্মণ।—
লক্ষ্মণ কি জন্যে রাজ্যসুখ ভোগ ছাড়িয়া চলিলেন এবং কোথাই বা চলিলেন বল।

Value (20.)

2. Turn the following lines into prose :—

পিতৃশোক ভাতৃশোক মায়ের অযশ।
ভরত করেন [illegible] দিবস॥
[illegible] হেতু পিতা মলে [illegible] বনবাসী।
এতেক জানিলে কেন [illegible] আমি॥

বশিষ্ঠ বলেন তুমি ভরত পণ্ডিত।
তোমারে বুঝাব কত এ নহে উচিত ॥
সত্য পালি ভূপতি গেলেন স্বর্গবাস।
তাহার কারণে কান্দ হয় পুণ্য নাশ ॥
রাম হেন পুত্র যার গুণের নিধান।
কে বলে মরিল রাজা আছে বিদ্যমান ॥
এই রূপে বুঝান বশিষ্ঠ মহামুনি।
ভরত না শুনে কিছু কহে খেদ বাণী ॥
কেমতে ধরিব প্রাণ পিতার মরণে।
কেমতে ধরিব প্রাণ রামের বিহনে ॥
কি রূপে হইব স্থির কাহারে নিরখি।
দুই শোকে প্রাণ রহে কোথাও না দেখি ॥
শশধর যেমন হইলে মেঘাচ্ছন্ন।
বিবর্ণ ভরত অতি তেমনি বিষণ্ন ॥

(16.)

8, পরে রজনীতে আত্মীয় বর্গের সহিত নির্জন স্থানে বসিয়া পাত্রকে আহ্বান পূর্ব্বক সকলকে পত্রার্থ জ্ঞাত করাইয়া কহিলেন তোমরা বিবেচনা কর ই[illegible] কি কর্ত্তব্য।

[illegible]প্রধান প্রধান সকল মন্ত্রিরা নবাবের অত্যাচারে প্রপীড়িত হইয়া আমাকে আজ্ঞা লিপি লিখিয়াছেন।

[illegible]ক্ষণেক পরে পাত্র নিবেদন করিলেন মহারাজ! দেশাধিকারির বিষ[illegible]য় অতি সাবধান পূর্ব্বক বিবেচনা করিতে হইবেক।

II. ইহা স্থির হইলে কিঞ্চিৎ কালের পর পাত্র প্রেরিত হইলেন।

1. হঠাৎ মহারাজের যাওয়া পরামর্শ সিদ্ধ হয় না।

Answer the following questions :—

1. নির্জন, পত্রার্থ, আজ্ঞালিপি, পরামর্শ সিদ্ধ—ইহার মধ্যে কোন পদে কোন সমাস হইয়াছে বল।

2. অত্যাচারে প্রপীড়িত হইয়া—এস্থলে অত্যাচারে কোন কারক।

3. অতি সাবধান পূর্ব্বক বিবেচনা করিতে হইবে,—এ স্থলে হইবে ক্রিয়ার কর্ত্তা কে? আর সাবধান পূর্ব্বক এই প্রয়োগ শুদ্ধ কি অশুদ্ধ; যদি অশুদ্ধ বোধ কর তাহার কারণ বল।

4. পাত্র প্রেরিত হইলেন—ইহা কোন বাচ্যের প্রয়োগ; এই বাক্যের কর্ত্তা কর্ম্ম ক্রিয়া দেখাইয়া দেও।—

(16.)

Bengalee, No. 2.

1. Translate the following lines into English :—

রাজা বাসায় আসিয়া মহারাজ মহেন্দ্র, রাজা রাজনারায়ণ, রাজা রাজবল্লভ ও জগৎ শেঠ এবং মীরজাফর আলি খাঁ, ইহাঁদিগের সহিত সাক্ষাতের বাসনায় লোক প্রেরণ করিলেন। তাহাতে সকলেই অনুমতি করিলেন রাত্রে আসিতে কহিও। ক্রমে ক্রমে রাজা সকলের নিকট রাত্রে গমন করিয়া আত্ম নিবেদন করিলেন। জগৎ শেঠ কহিলেন, এ দেশে অত্যন্ত উপদ্রব হইয়াছে, দেশাধিকারী অতি দুরন্ত, কাহারো বাক্য শুনে না, দিন দিন অত্যাচার বৃদ্ধি হইতেছে; অতএব সকলে ঐক্যমত অবলম্বন পূর্ব্বক উপায় চিন্তা না করিলে, কাহারো নিস্কৃতি নাই, দেশ অচিরাৎ উচ্ছন্ন দশায় নিপাতিত হইবেক। রাজা কৃষ্ণচন্দ্র রায় এতাব-দ্বৃত্তান্ত আকর্ণন করিয়া কহিলেন, আপনারা রাজদ্বারের কর্ত্তা, আমি আপ-নাদিগের মতাবলম্বী; যেরূপ কহিবেন সেই রূপ কার্য্য করিব। ইহা শুনিয়া জগৎ শেঠ কহিলেন, অদ্য আপনি বাসায় যাউন; আমি মহারাজ মহে-ন্দ্রের সহিত পরামর্শ করিয়া নিভৃত স্থানে বসিয়া আপনাকে ডাকাইব। ইহা স্থির হইলে, রাজা বিদায় হইয়া বাসায় গেলেন।

Value (24.)

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1. The air is really a heavy substance, although it seems to be so light.

2. Every day the sun rises in the sky until noon, and then descends again until evening, when it sets entirely out of sight.

3. At night, after the sun has set, the surface of the earth sends back into the air a great deal of the heat it had received during the day, and consequently then becomes much colder than the air.

4. When solid substances are made intensely hot, they are changed into liquids. If they are subjected to still higher degrees of heat, the liquid becomes vapour.

5. Man has within his throat a little instrument or organ, by means of which he can produce sound whenever he pleases. This is called the organ of voice.

(24.)

Urdu. No. 1.

1. To be rendered into English:-

پرستارون نے پہلے اسکو بنایا   که اُسکا حسن دونا کر دکھایا
کي اس انداز سے بالون مین کنگھي   که بکھرا دیکھنے والون کا وان جي
لپٹ اُنکي جو اُسدم آئي یکبار   هوئي کافور بوی مشک تاتار
گھجوري گوندھي وه پاکیزه چوٹي   اور اسکے نیچے اك محبوب مینڈھي
کئي لعلون کے آویزے درخشان   لگائے اسمین پنہان و نمایان
چمک دیکھین اگر انکي سراسر   تصدق هون شب یلدا کے اختر
پھر اک شبنم کي انگیا چھچھي لال   هرایک تار اُسکا صید دل کا تھا جال
بنت اُسپر نہایت جھم جھماتي   نبت اسلوب سے دهري ٹکي تھي
سجي جون هین کلس سي چھاتیون پر   سما اسنے دکھایا یهه تراك کر
پڑي جسکي نظر اسپر وه بولا   شفق مین واه واه کیا چاند نکلا
پھر اسپر بهني اك ویسي هي کرتي   که تا هوے عیان رنگت بدن کي
شهاني دانگ کي اک بهاري پشواز   پھر اسنے پہنے با صد ناز و انداز
مغرق تاش کا اک پایجاما   پهن کر پھر توڑت عالم کو روندا
بھري جب مانگ اُسکي موتیون سے   هوئے شرمنده تارے کہکشان کے
لگایا اسکے جون ماتھے پر ٹیکا   هوا غل چاند پر تارا هي نکلا
پنهایا کان مین اسکے وه جھمکا   که مدهم هو گیا عقد ثریا
پنها چنپا کلي باندھا جو دلرا   بنات النعش کو حیرت مین ڈالا
وه نت کي جھونک بالے کا دمکنا   وه مسه سے منهه کا گھونگھٹ مین چمکنا
بنا تا تھا هراك کو نقش دیوار   جو تھا ذي روح وان تھا محو دیدار

Value (50.)

Urdu. No. 2.

No. 1. What is the rule for forming the past participle of a verb in Hindostání? (*a*) Does the termination of the root, in any case, affect the rule?

Value (2.)

2. How many kinds of compound verbs are there in Hindostáni?—(*a.*) Give examples of them; if not of all, of as many as you can.

(5.)

3. Give examples of the precative and respectful forms of six (6) Hindostáni verbs, taking opportunity to show the various forms of humility of address used by inferiors to superiors.

(4)

4. Express in writing and in figures the following fractional, whole, and mixed numbers. $\frac{1}{2}$—$1\frac{3}{4}$—$2\frac{4}{5}$—6—60—97—100—1,000—100,000,—10,000,000

(4)

5. How are feminine nouns obtained from masculines?

(2.)

6. Give in Hindostáni the simple and inflected forms of the words:—

"Horse"—"House"—"Water"—"a Pearl"—"a King"—and of the nouns and adjectives "A wise Boy"—"a pretty Girl"—"a black Horse"—also the gender of each word.

(4)

To be rended into Hindostáni:—

1.—Her father, mother, brother, all three, were meditating her marriage.

(2.)

2. On the banks of the Ganges lay a corpse torn by the dogs and jackals.

(3.)

3. He came in the twinkling of an eye; but, on reaching the spot, he found his house burnt to the ground

(4.)

4. Eyes have not seen, nor ears heard, of such marvellous things before.

(2.)

5. On hearing this he struck his youngest daughter two blows on the face, and sent her into the female apartments.

(3.)

6. Tell the servant to go to Raj Krishna Banerjea's house, and to wait there until I come.

(3.)

To be rendered into English :—

(1.) ۱ — جو وہ ملي تو هماري جان رهي نهين تو گئي (1.)

(1.) ۲ — جو نهين کتّے نے کهایا وونهين چهٹپٹا کے مر گیا (1.)

(2.) ۳ — نوکر چاکر جو اُسکے دوڑے تو اُسکو اُسکے پاس سے پکڑ لائے (2.)

(2.) ۴ — حاکم نے سب لوگون کو بلاکر ایک ایک لکڑي هاتهه هاتهه بهر کي هرایک ادمي کو دي (2.)

(1.) ۵ — اگر کوئي اس مين تجهے پکڑے تو اسے میرے پاس لے انا (1.)

(1.) ۶ — روح افزا اسکو شاهين کے چنگل مين دیکهه کر کلیجه پکڑ کر رہ گئي (1.)

N. B. Remark upon any peculiarity of idiom or form of expression that occurs in the above phrases.

(4.)

Vegetable Physiology.

1. Explain the organs of respiration in a plant, and shew their influence on animal life.

Value 6.

2. Compare a plant with an animal, noting their points of agreement and difference, and their common organs and functions.

Value 14.

3. Explain the meaning of the terms annual, biennial, and perennial. How can these terms be applied to bulbous plants?

Value 7.

4. Describe the composition and use of cellular tissue; How does it differ in the bark and leaf?

Value 8.

5. What duty does nitrogen perform in the economy of vegetation?

Value 5.

6. Explain what is meant by vascular tissue, and mention in what plants it is most usually found.

Value 10.

Animal Physiology.

1. Distinguish the order Ophidia from Sauria by an analysis of the head; mention an animal partaking of the distinctive marks of both.

Value 6.

2. Describe the heart, the venous, and the arterial systems in the classes *pisces* and *aves*.

Value 4.

3. Describe the development of a frog; noting the changes that the organs of respiration undergo.

Value 6.

4. Show that cold blood arises from a different cause in fishes and in reptiles.

Value 4.

5. Arrange systematically the following animals:—Man, Tiger, Camel, Crocodile, Frog, and Tortoise.

Value 8.

6. Describe the vertebral arrangement in the order testitudinata.

Value 4.

7. Sketch the skeleton of the human arm and hand, naming the several parts.

Value 8.

8. Mention the corresponding members in the Whale, the Mole, the Bat, and the Horse, noting their points of divergence from the human archetype, and tracing their adaptation to special purposes.

Value 10.

History.

1. Give a sketch of the Ionian revolt. How were the Asiatic Greeks affected by the subsequent treaties of Cimon and Antalcidas.

Value 8.

2. Give a sketch of Pyrrhus' war with Rome; How did he die?

Value 7.

3. Compare the treaties at the end of the first and second Punic wars, and describe the position of Carthage at the latter period.

Value 8.

4. Give a short account of Antiochus the Great.

Value 7.

5. Who was Belisarius? Relate some of his principal actions.

Value 7.

6. Sketch the career of Dupleix in Southern India.

Value 7.

7. Give an outline of Lord Cornwallis' war with Tippoo. What were the conditions of the peace of 1792?

Value 8.

8. Compare the Indian invasions of Mahmoud, Mahommed Ghori, Timur and Baber.

Value. 8.

Geography.

1. What are the inland Seas of Asia, and the rivers which fall into them?

Value 5.

2. Mention the most celebrated isthmuses in the world, and the seas which they divide. What attempts have been ever made to cut through them?

Value 4.

3. In the accompanying skeleton map, fill up the principal cities and rivers.

Value 10.

4. Describe the course of the Rhine and the Danube, mentioning the principal cities on their banks.

Value 5.

5. What are the chief rivers of North and South America? How do the Andes affect the latter?

Value 5.

6. What are the provinces between the Nerbudda and the Cavery, with their principal cities?

Value 6.

7. Where are the following cities situated? Name any historical facts associated with some of them. Avignon, Londonderry, Stirling, Quebec, Granada, Tangiers, Dantzic, Quito, Nantes, Teheran.

Value 5.

Mathematics. No. 1.

ARITHMETIC AND ALGEBRA.

1. Multiply Rs. 18957-13 by Rs. 568-11$\frac{3}{4}$; and divide the same sum by the same sum. Shew that the one of these operations is absurd and impossible, and perform the other.

Value (7.)

2. Find the value of the decimal .16854, and deduce the rule arithmetically or algebraically. (7.)

3. Extract the square roots of 3 and of .3 to 7 decimal places, and explain the rule that in integers the pointing off of the periods begins from the right hand, and in decimals from the left.

4. A plate of metal is beaten to the thickness of $\frac{1}{8}$ of an inch, and the weight of a circular medal cut from it, whose diamater is $1\frac{1}{8}$ inches, is $1\frac{1}{4}$ oz. Troy. If the same plate be beaten to the thickness of $\frac{1}{9}$ of an inch, what will be the weight of a medal cut out of it of the diameter of $1\frac{1}{7}$ inches, (the areas of circles being proportional to the squares of their diameters).

5. Explain the rule for the signs in algebraical multiplication, and multiply

$$7x^{\frac{1}{2}} - 3y^{\frac{1}{3}} + 2x^{\frac{1}{3}}y^{\frac{2}{3}} \text{ by } 6x^{\frac{1}{3}} - 2y^{\frac{2}{3}} + 7x^{\frac{1}{3}}y^{\frac{1}{3}}$$

6. Find a fraction, such that if 1 be subtracted from its numerator the value shall be [illegible], and if 6 be added to the denominator the value shall be [illegible].

7. A and B can do a piece of work in 30 days, A and C in 40 days, and B and C in 50 days. All three work together for 10 days. If then two be taken away, how long will each of the others take to finish it?

(8.)

Mathematics. No. 2.

GEOMETRY AND MECHANICS.

1. If a straight line be bisected, and produced to any point, the square of the whole line thus produced and the square of the part of it produced, are together double of the square of half the line bisected, and of the square made up of the half and the part produced.

Value (5.)

2. If one of the acute angles of a right-angled triangle be double of the other, the hypothenuse is double of the shorter side.

(5.)

3. If any point be taken within an equilateral triangle, the sum of the perpendiculars drawn from it to the sides is equal to the perpendicular from the vertex to the base.

(10.)

4. Two forces which are as 3 and 4 act on a body A, in the directions A B, A C, at right angles to each other, what must be the magnitude and direction of a third power, which shall keep the body at rest?

(10.)

5. Investigate the proportion between the power and the weight in the inclined plane, when the force acts in a direction parallel to the plane.

(10.)

6. Explain the nature and proportions of the centre of gravity, and find it (1) in the case of a plane triangle, (2) in a system of three bodies weighing respectively 6 lbs. 5 lbs. and 4 lbs. at the angles of a triangle, and connected by rods supposed to be without weight.

(10.)

English.

ORAL EXAMINATION

Soon after Nelson asked him if he did not think there was a signal wanting. Captain Blackwood made answer that he thought the whole fleet seemed very clearly to understand what they were about. These words were scarcely spoken before that signal was made which will be remembered as long as the language, or even the memory of England shall endure——Nelson's last signal.

"ENGLAND EXPECTS EVERY MAN TO DO HIS DUTY!"

It was received throughout the fleet with a shout of answering acclamation, made sublime by the spirit which it breathed, and the feeling which it expressed. "Now," said Lord Nelson, "I can do no more. We must trust to the Great Disposer of all events and the justice of our cause. I thank God for this great opportunity of doing my duty."

1. Read this passage.

Value 25.

2. What are the parts necessary to form a complete sentence?

Value 12½.

3. What is a conjunction?

Value 12½.

Bengalee.

ORAL EXAMINATION.

Read the following lines :—

এক দিবস রাজার অন্তঃকরণে উদয় হইল, মৃগয়ার্থ যাইব, ভৃত্যদিগকে আজ্ঞা করিলেন তোমরা সুসজ্জ হও। আজ্ঞা শ্রবণে সকলে প্রস্তুত হইল। রাজা অশ্বারোহণে গমন করিয়া নিবিড় বন মধ্যে প্রবেশ করিলেন। বনভ্যান্তরে উপনীত হইয়া দেখেন এক অতি রম্য স্থান, চারিদিগে নদী, মধ্যে এক ক্ষুদ্র উপদ্বীপ এবং স্থানে স্থানে পশু পক্ষিরা নানা স্বরে গান করিতেছে; মরালকুল জলক্রীড়া করিতেছে; মন্দ মন্দ বায়ু প্রবাহিত হইয়া বিকসিত কুসুমসমূহের সৌগন্ধ নাসারন্ধ্রে প্রবেশ করাইতেছে। রাজা এই চিত্তহর স্থান দর্শন মাত্র চিত্তবিনোদন নিমিত্ত সেই স্থানে বিশ্রাম করিতে অভিলাষ করিলেন।

Value (25)

2. Explain the following words and sentences :—

a.	মৃগয়ার্থ।	(3)
b.	বনাভ্যন্তরে।	(3)
c.	মরালকুল জলক্রীড়া করিতেছে।	(6)
d.	বিকসিত কুসুমসমূহের সৌগন্ধ নাসারন্ধ্রে প্রবেশ করাইতেছে।	(8)
e.	চিত্তবিনোদন নিমিত্ত।	(5)

Questions set at the Ar... tion, Medical College, ...

Final Examination

MEDICINE

1. Write what you know of the history and symptoms, the causes and the treatment of Bright's disease of the Kidney.

2. Describe the symptoms of Pneumonia in the second stage, and how you would treat the disease in this stage.

3. Write a brief account of the symptoms and treatment of Tabes Mesenterica.

SURGERY

1. What are the diagnostic symptoms between concussion and compression of the brain, and how would you treat a case of concussion?

2. Enumerate the various kinds of aneurism and describe their characteristic symptoms.

MIDWIFERY.

1. Enumerate the signs of pregnancy and also the signs of the death of the fœtus in Utero.

2. In what cases would you use the forceps? Mention some of the contra-indications to its use.

Test and Honor Examinations.

DESCRIPTIVE AND SURGICAL ANATOMY.

FOR 2ND AND 3RD YEAR STUDENTS.

1. Describe the ligaments connecting the clavicle to the scapula

2. Enumerate the parts seen in the anterior triangle of the neck.

required for removal of a brain from the
of the parts cut through in the order in
.h.
arts supplied by the superior maxillary division
al nerve.

RIPTIVE AND SURGICAL ANATOMY.

FOR 1ST ... STUDENTS.

1. Name the tendons in the order in which they are placed around the wrist joint.

2. Name the bones entering into the formation of the middle fossæ of the base of the skull, and the parts seen in the fossæ.

3. Describe the sterno-clavicular articulation.

ANATOMY AND PHYSIOLOGY.

1. Give a general description of the organs of respiration, their functions and the intimate structure of the lungs.

2. Describe the minute structure of the kidneys and their functions.

3. Give a general description of the organs of circulation.

4. Describe the changes which the food undergoes for the nourishment of the body, as also the structure of the mucus-membrane of the small intestines.

MATERIA MEDICA.

1. Point out the distinctions between tonics and alteratives, sedatives and narcotics, stimulants and antispasmodics, astringents and irritants, and refrigerants and resolvents.

2. Describe the local and general effects of mercurials.

3. State the process of the London Pharmacopœa for the preparation of Liquor Potassæ Arsenitis.

4. Give a general account of the compounds of Potassium employed in medicine (including a brief statement of their characteristic effects, preparations and doses).

5. Describe the medicinal substances derived from Solaneæ, Leguminosæ and Rubiaceæ.

BOTANY.

1. Give the characters which distinguish true from adventitious roots.

2. What is the position and nature of the disk in the flower?

3. What is the difference between an inferior and a superior Ovarium?

4. Define the terms anatropous, campylotropous and orthotropous applied to ovules.

5. What is albumen and in what part of the original ovule is it deposited?

6. Describe and explain the rise of the sap in plants.

7. Give the characters of the families compositæ and grasses.

CHEMISTRY.

TEST AND HONOR QUESTIONS.

1. How is the formation of dew explained? Under what circumstances is it most freely formed?

2. Describe the preparation and properties of protoxide of nitrogen, binoxide of nitrogen, and hyponitrous acid?

3. How is Bleaching powder prepared, what is its composition and what are its properties?

4. How is gaseous ammonia prepared, what are its properties?

5. Describe the different parts of the flame of a candle.

6. What are the chief ores of tin, and how is the metal obtained?

7. Give the constituents and formulæ of these substances

Common Salt.	Epsom Salt.
Alum.	Gypsum.
Cubic Nitre.	Lime Stone.
	Chalk.

8. How is calomel prepared? What is the action of solution of ammonia upon it?

CHEMISTRY HONOR QUESTIONS.

1. Prior to the isolation of the compound radicals, which proof was there of their existence? Illustrate your answer by especial reference to Ferrocyanogen.

2. What is the composition and what are the chemical relations of glycerine? Describe the processes in most common use for the separation of the fatty acids during the manufacture of Stearine Candles.

3. How may urea and uric acid be detected in the blood?

4. Compare the composition of the red, and colourless blood corpuscles, and from the comparison draw some inferences as to the probable functions of the former.

5. Name the minerals on the table.

COMPARATIVE ANATOMY.

1. What are the Divisions of the Animal Kingdom and the principal characteristics of each?

2. Describe the general characters of the Vertebrata, into how many classes are they divided, and what are the distinguishing characters of each class?

3. In Mammalia describe the difference in the production of the young of two large sections of them.

4. To what class of Vertebrata does the order Ruminantia belong, and what are the peculiarities of their conformation?

5. In what class of Vertebrata is the Frog placed and what are its distinguishing characters?

MEDICINE.

1. Describe the symptoms of small-pox and measles. Mention in detail the differences between them.

2. Describe the symptoms and morbid Anatomy of croup.

3. Describe the symptoms of Epilepsy, point out briefly the chief differences between them and those of other diseases attended with convulsions.

SURGERY.

1. What are the symptoms of stone in the bladder? Mention the different varieties of calculi met with, and how they are to be recognised?

2. Mention the different varieties of mortification, and their appropriate treatment.

3. What are the different causes of retention of Urine? How should such cases be treated?

4. How would you perform the operation of tapping the bladder, under what circumstances would you resort to it?

MIDWIFERY.

1. On Puerperal Fever give an account of the local inflammatory conditions which usually accompany it.

MEDICAL JURISPRUDENCE.

1. Describe the symptoms produced after swallowing ℥ ½ of Tincture opium, together with the necessary treatment in detail.

2. In what manner do Poisons affect or act on the system? Give examples.

3. State in detail the proofs by which it can be decided a child was born alive.

OPHTHALMIC MEDICINE AND SURGERY.

1. Describe the peculiarities of the human lens, as regards its Achromatism.

2. What is Myopia, what the causes, what the treatment?

3. Describe Iritis, the different kinds of, the treatment of, the results which usually take place from chronic inflammation of the Iris.

4. Describe the forms subjectively and objectively of the various inflammations of the Eye.

5. Describe the subjective and objective symptoms of Gonorrhœal Ophthalmia, and the treatment locally and generally.

6. Describe the optic axis, show the necessity of a distinct idea of this axis, in your explanations regarding the optical phenomena resulting from a sudden attack of Strabismus.

Selection from the Questions set at the Teachership Examination held at Hooghly in August 1857.

ART OF TEACHING AND DUTIES OF SCHOOL-MASTER.

1st and 2nd Grade.

If you were at the head of a Zillah school, or of one which brought students up to the Junior Scholarship standard, how would you arrange the duties of the several classes, and what time would you portion out for each subject?

3rd Grade.

Supposing you were a candidate for a vacant mastership in a district School where you had a friend, write a letter to that friend asking for such information about the post as you consider of the most importance.

Any two Questions to be Answered.

3rd Grade.

1. When the Romans and the Sabines were at war and just upon the point of giving battle, the women who were *allied* to both of them *interposed* with so many tears and *entreaties* that they *prevented* the mutual slaughter which threatened both parties, and *united* them together in a firm and lasting peace.

Give the meaning of the words underlined, explain *each* sentence and the allusion of the whole.

2. By placing the emphasis on the different words in the following sentence, explain the different meaning you give to it "Did they say he was a good scholar?"

3. When naval traffic ploughs the main
Who shares not in the merchant's gain?

'Tis that supports the regal state
And makes the farmer's heart elate:
The numerous flocks that clothe the land
Can scarce supply the loom's demand;
Prolific culture glads the fields
And the bare heath a harvest yields.

How would you explain to a class the effects of "naval traffic" as here described.

4. At these points he breaks the threads of the narative again, explains as he so did that his memmory were growing confuced about a question of times, the which he wishes stating corectly.

Correct the grammar and the spelling in this passage.

ANY TWO QUESTIONS TO BE ANSWERED.

2ND GRADE.

1. Beside the bed where parting life was laid,
And sorrow, guilt, and pain, by turns dismay'd,
The reverend champion stood. At his control,
Despair and anguish fled the struggling soul;
Comfort came down the trembling wretch to raise,
And his last faltering accents whisper'd praise.

How would you explain to a class the above passage, first as to the meaning and language of each sentence and then as to the meaning and scope of the whole?

2. Nor deem, when Learning her last prize bestows,
The glittering eminence exempt from foes;
See, when the vulgar 'scape, despised or aw'd,
Rebellion's vengeful talons seize on Laud.
From meaner minds, though smaller fines content,
The plunder'd palace, or sequestrate rent·
Marked out by dangerous parts, he meets the shock,
And fatal Learning leads him to the block.

Explain the historical allusion in this passage, and illustrate the other portions of it from history.

3. A man who has been brought up among books, and is able to talk of nothing else, is a very indifferent companion, and what we call a pedant. But methinks, we should enlarge the title, and give it to every one that does not know how to think out of his profession and particular way of life.

What remarks would you think it necessary to make to a class of boys upon this passage?

ANSWER ANY ONE OF THESE QUESTIONS.

1ST GRADE.

1. "Ill fares the land, to hastening ills a prey,
Where wealth accumulates and men decay;
Princes and lords may flourish, or may fade;
A breath can make them, as a breath has made:
But a bold peasantry, their country's pride,
When once destroy'd, can never be supplied."

How would you illustrate and explain this to a class with reference to the facts of History and the rules of Political economy?

2. Give an outline of Johnson's "Vanity of Human Wishes," and state particularly the moral with which it concludes?

3. What explanation would you think it necessary to give to a class upon the following passage?

"He scarce had ceas'd when the superior fiend
Was moving toward the shore; his ponderous shield,
Ethereal temper, massy, large and round,
Behind him cast; the broad circumference
Hung on his shoulders like the moon, whose orb
Through optic glass the Tuscan artist views
At evening from the top of Fesolé
Or in Valdarno, to descry new lands,
Rivers or mountains in her spotty globe.
His spear, to equal which the tallest pine
Hewn on Norwegian hills, to be the mast
Of some great ammiral, were but a wand,

He walk'd with, to support uneasy steps
Over the burning marle, not like those steps
On heaven's azure, and the torrid clime
Smote on him sore besides, vaulted with fire:
Nathless he so endur'd, till on the beach
Of that inflamed sea he stood, and call'd
His legions, angel forms, who lay entranc'd,
Thick as autumnal leaves that strow the brooks
In Vallombrosa, where the Etrurian shades,
High over-arch'd, imbow'r; or scatter'd sedge
Afloat, when with fierce winds Orion arm'd
Hath vex'd the Red-Sea coast, whose waves o'erthrew
Busiris and his Memphian chivalry,
While with perfidious hatred they pursu'd
The sojourners of Goshen, who beheld
From the safe shore, their floating carcases
And broken chariot wheels."

Questions set at the Teachership Examination held at Patna in November, 1857.

ART OF TEACHING AND DUTIES OF SCHOOLMASTER.

1. Have you read any books on Teaching? If so, enumerate any methods recommended therein for teaching any particular branches to learners.

2. State briefly how Geography should be taught, to beginners, and to more advanced students.

3. Give an outline of the method you adopt in teaching Arithmetic, say for instance the rule of proportion. What definitions do you give to your boys of (1) a common fraction; (2) a decimal fraction, and how do you illustrate them?

4. How far do you consider yourself responsible for the general conduct of your boys? Is any thing beyond simple book-learning taught by you? What opportunities have you for this?

RETURN OF CANDIDATES PASSED DURING THE YEAR FOR EMPLOYMENT OR PROMOTION IN THE EDUCATION DEPARTMENT.

Names of passed Candidates.	Where Educated.	Employment at the time of Examination.	When and where Examined.	Grade of Certificate gained.
Omesh Chunder Dutt	Kishnaghur College	4th Master, Kishnaghur College ...	Hooghly, August 1857	High 1st Grade.
Radhicaprosaud Mookerjee..	ditto ..	No employment ...	ditto ...	Moderate 2nd Grade.
Motecloll Mookerjee ...	ditto ...	ditto ...	ditto ..	ditto.
Shoshee Bhooshun Bhadoory	ditto and Presdy. College	4th Master in the Collingah Branch School	ditto ..	ditto.
Radhagobindo Moitro ..	Dacca, and ditto ..	Student in the Presidency College	ditto ..	ditto.
Brojonauth Mitter ...	Hooghly College ..	Head Master of Government aided School Ilsoba Mondlye ...	ditto ..	ditto.
Bholanath Banerjee ..	Presdy. College and Civil Eng. College ...	Student in the Civil Engineering College	ditto ..	Low 2nd Grade.
Ramanath Mookerjee ..	Hooghly College .	Stipendiary Student in the Medical College...	ditto ..	ditto.
Radhagobind Dutt ...	ditto ...	No employment ...	ditto ...	High 3rd Grade
Barmoshee Dutt ...	General Assembly's Institution Calcutta ...	2nd Master in the Govt. aided School at Bora	ditto ..	ditto.

Mohendronarian Mookerjee	Beerbhoom School and Hooghly College ...	5th Master Beerbhoom School ...	ditto ..	ditto.
Promothonauth Mookerjee...	Hooghly College...	1st Year Student Hooghly College ..	ditto ..	ditto.
Gopaul Chunder Bose ...	ditto ..	Head Master Bagandee aided School ...	ditto ..	ditto.
Sittanath Mookerjee ...	Kishnaghur College	No employment ...	ditto .	Moderate 3rd Grade.
Shama Churn Dutt ...	Hooghly College...	2nd Year Student Hooghly College ...	ditto .	ditto.
Brojolall Bhadoory ...	Berhampore College	No employment ...	ditto ..	ditto.
Poorno Chunder Bhuttacharjee ..	Ooterparah School	Student in the Presy. College	ditto ...	ditto.
Bholanauth Mookerjee ...	Barrackpore ..	Assistant Teacher Coomirmorah aided School	ditto ...	ditto.
Neel Madhub Banerjee ...	Hooghly College .	No employment .	ditto ..	ditto.
Oomesh Chunder Chatterjee...	ditto ..	ditto ditto ...	ditto ..	Low 3rd Grade.
Gopal Chunder Haldar ...	ditto .	3rd Master Khamargachee aided School	ditto ...	ditto.

N. B. First Grade Certificate holders are eligible to appointments of which the Salary exceeds Rs 150.

Second Grade Certificate holders are eligible to appointments of which the Salary does not exceed Rs. 150.

Third Grade Certificate holders are eligible to appointments of which the Salary does not exceed Rs. 50

Appendix D.

MISCELLANEOUS PAPERS.

EDUCATION IN INDIA.

Despatch from the Court of Directors of the East India Company to the Governor General of India in Council, dated July 19th, 1854, *No.* 49.

1. It appears to us that the present time, when by an Act of the Imperial Legislature the responsible trust of the Government of India has again been placed in our hands, is peculiarly suitable for the review of the progress which has already been made, the supply of existing deficiencies and the adoption of such improvements as may be best calculated to secure the ultimate benefit of the people committed to our charge.

2. Among many subjects of importance, none can have a stronger claim to our attention than that of Education. It is one of our most sacred duties, to be the means, as far as in us lies, of conferring upon the natives of India those vast moral and material blessings which flow from the general diffusion of useful knowledge, and which India may under Providence derive from her connexion with England. For, although British influence has already, in many remarkable instances, been applied with great energy and success to uproot demoralising practices, and even crimes of a deeper dye, which for ages had prevailed among the natives of India, the good results of those efforts must, in order to be permanent, possess the further sanction of a general

sympathy in the native mind which the advance of education alone can secure.

3. We have, moreover, always looked upon the encouragement of education, as peculiarly important, because calculated "not only to produce a higher degree of intellectual fitness, but to raise the moral character of those who partake of its advantages, and so to supply you with servants to whose probity you may with increased confidence commit offices of trust" in India, where the well-being of the people is so intimately connected with the truthfulness and ability of officers of every grade in all Departments of the State.

Public letter to Bengal, 5th Sept. 1827.

4. Nor, while the character of England is deeply concerned in the success of our efforts for the promotion of education, are her material interests altogether unaffected by the advance of European knowledge in India: this knowledge will teach the natives of India the marvellous results of the employment of labour and capital, rouse them to emulate us in the development of the vast resources of their country, guide them in their efforts, and gradually, but certainly, confer upon them all the advantages which accompany the healthy increase of wealth and commerce; and, at the same time, secure to us a larger and more certain supply of many articles necessary for our manufactures and extensively consumed by all classes of our population, as well as an almost inexhaustible demand for the produce of British labour.

5. We have from time to time given careful attention and encouragement to the efforts which have hitherto been made for the spread of education, and we have watched with deep interest the practical results of the various systems by which those efforts have been directed. The periodical reports of the different Councils and Boards of Education, together with other official communications upon the same subject, have put us in possession of full information as to those educational establishments which are under the direct control of Government; while the evidence taken before the Committees of both Houses of Parliament upon Indian affairs has given us the advantage of similar information with respect to exertions made for this purpose

by persons unconnected with Government, and has also enabled us to profit by a knowledge of the views of those who are best able to arrive at sound conclusions upon the question of education generally.

6. Aided, therefore, by ample experience of the past, and the most competent advice for the future, we are now in a position to decide on the mode in which the assistance of Government should be afforded to the more extended and systematic promotion of general education in India, and on the measures which should at once be adopted to that end.

7. Before proceeding further, we must emphatically declare that the education which we desire to see extended in India is that which has for its object the diffusion of the improved arts, science, philosophy, and literature of Europe; in short, of European knowledge.

8. The systems of science and philosophy which form the learning of the East abound with grave errors, and Eastern literature is at best very deficient as regards all modern discovery and improvements; Asiatic learning, therefore, however widely diffused, would but little advance our object. We do not wish to diminish the opportunities which are now afforded, in special institutions, for the study of Sanskrit, Arabic, and Persian literature, or for the cultivation of those languages, which may be called the classical languages of India. An acquaintance with the works contained in them is valuable for historical and antiquarian purposes, and a knowledge of the languages themselves is required in the study of Hindoo and Mahomedan law, and is also of great importance for the critical cultivation and improvement of the vernacular languages of India.

9. We are not unaware of the success of many distinguished Oriental scholars in their praiseworthy endeavours to ingraft upon portions of Hindoo philosophy the germs of sounder morals and of more advanced science; and we are far from under-rating the good effect which has thus been produced upon the learned classes of India, who pay hereditary veneration to those ancient languages, and whose assistance in the spread of education is so valuable, from the honorable and influential position which they occupy among their fellow-countrymen. But such attempts, although they may usefully

co-operate, can only be considered as auxiliaries, and would be a very inadequate foundation for any general scheme of Indian education.

10. We have also received most satisfactory evidence of the high attainments in English literature and European science which have been acquired of late years by some of the natives of India. But this success has been confined to but a small number of persons; and we are desirous of extending far more widely the means of acquiring general European knowledge, of a less high order, but of such a character as may be practically useful to the people of India in their different spheres of life. To attain this end it is necessary, for the reasons which we have given above, that they should be made familiar with the works of European authors, and with the results of the thought and labour of Europeans on the subjects of every description upon which knowledge is to be imparted to them; and to extend the means of imparting this knowledge must be the *object* of any general system of education.

11. We have next to consider the manner in which our object is to be effected; and this leads us to the question of the *medium* through which knowledge is to be conveyed to the people of India. It has hitherto been necessary, owing to the want of translations or adaptations of European works in the vernacular languages of India, and to the very imperfect shape in which European knowledge is to be found in any works in the learned languages of the East, for those who desired to obtain a liberal education, to begin by the mastery of the English language as a key to the literature of Europe; and a knowledge of English will always be essential to those natives of India who aspire to a high order of education.

12. In some parts of India, more especially in the immediate vicinity of the Presidency towns, where persons who possess a knowledge of English are preferred to others in many employments, public as well as private, a very moderate proficiency in the English language is often looked upon by those who attend school instruction, as the end and object of their education, rather than as a necessary step to the improvement of their general knowledge. We do not deny the value in many respects of the mere faculty of speaking and writing

English, but we fear that a tendency has been created in these districts, unduly to neglect the study of the vernacular languages.

13. It is neither our aim nor desire to substitute the English language for the vernacular dialects of the country. We have always been most sensible of the importance of the use of the languages which alone are understood by the great mass of the population. These languages, and not English, have been put by us in the place of Persian in the administration of justice, and in the intercourse between the officers of Government and the people. It is indispensable, therefore, that in any general system of education the study of them should be assiduously attended to. And any acquaintance with improved European knowledge, which is to be communicated to the great mass of the people—whose circumstances prevent them from acquiring a high order of education, and who cannot be expected to overcome the difficulties of a foreign language—can only be conveyed to them through one or other of these vernacular languages.

14. In any general system of education, the English language should be taught where there is a demand for it; but such instruction should always be combined with a careful attention to the study of the vernacular language of the district, and with such general instruction as can be conveyed through that language. And while the English language continues to be made use of, as by far the most perfect *medium* for the education of those persons who have acquired a sufficient knowledge of it to receive general instruction *through* it, the vernacular languages must be employed to teach the far larger classes who are ignorant of, or imperfectly acquainted with English. This can only be done effectually through the instrumentality of masters and professors, who may, by themselves knowing English, and thus having full access to the latest improvements in knowledge of every kind, impart to their fellow-countrymen, through the medium of their mother tongue, the information which they have thus obtained. At the same time, and as the importance of the vernacular languages becomes more appreciated, the vernacular literatures of India will be gradually enriched by translations of European books, or by the original compositions of men whose minds have been imbued with the spirit of European advancement, so that

European knowledge may gradually be placed in this manner within the reach of all classes of the people. We look, therefore, to the English language and to the vernacular languages of India together, as the *media* for the diffusion of European knowledge, and it is our desire to see them cultivated together in all schools in India of a sufficiently high class to maintain a school-master possessing the requisite qualifications.

15. We proceed now to the machinery which we propose to establish for the superintendence and direction of education. This has hitherto been exercised, in our Presidencies of Bengal, Madras and Bombay, by Boards and Councils of Education, composed of European and Native gentlemen, who have devoted themselves to this duty with no other remuneration than the consciousness of assisting the progress of learning and civilization; and, at the same time, with an earnestness and ability which must command the gratitude of the people of India, and which will entitle some honored names amongst them to a high place among the benefactors of India and of the human race.

16. The Lieutenant-Governor of Agra has, since the separation of the educational institutions of the North-Western Provinces from those of Bengal, taken upon himself the task of their management; and we cannot allow this opportunity to pass without the observation that, in this, as in all other branches of his administration, Mr. Thomason displayed that accurate knowldge of the condition and requirements of the people under his charge, and that clear and ready perception of the practical measures best suited for their welfare, which make his death a loss to India, which we deplore the more deeply as we fear that his unremitting exertions tended to shorten his career of usefulness.

17. We desire to express to the present Boards and Councils of Education our sincere thanks for the manner in which they have exercised their functions, and we still hope to have the assistance of the gentlemen composing them in furtherance of a most important part of our present plan; but, having determined upon a very considerable extension of the general scope of our efforts, involving the simultaneous employment of different agencies, some of which are

now wholly neglected, and others but imperfectly taken advantage of by Government, we are of opinion that it is advisable to place the superintendence and direction of education upon a more systematic footing, and we have therefore determined to create an Educational Department, as a portion of the machinery of our Governments in the several Presidencies of India. We accordingly propose that an officer shall be appointed for each Presidency, and Lieutenant Governorship, who shall be specially charged with the management of the business connected with education, and be immediately responsible to Government for its conduct.

18. An adequate system of inspection will also, for the future, become an essential part of our educational system; and we desire that a sufficient number of qualified Inspectors be appointed, who will periodically report upon the state of those colleges and schools which are now supported and managed by Government, as well as of such as will hereafter be brought under Government inspection, by the measures that we propose to adopt. They will conduct, or assist at, the examination of the scholars at these institutions, and generally, by their advice, aid the managers and school-masters in conducting colleges and schools of every description throughout the country. They will necessarily be of different classes, and may possess different degrees of acquirement, according to the higher or lower character of the institutions which they will be employed to visit; but we need hardly say that, even for the proper inspection of the lower schools, and with a view to their effectual improvement, the greatest care will be necessary to select persons of high character and fitting judgment for such employment. A proper staff of clerks and other officers will, moreover, be required for the Educational Departments.

19. Reports of the proceedings of the Inspectors should be made periodically, and these again should be embodied in the annual reports of the heads of the Educational Departments, which should be transmitted to us, together with statistical returns (to be drawn up in similar forms in all parts of India), and other information of a general character relating to education.

20. We shall send copies of this despatch to the Governments of

Fort St. George and of Bombay, and direct them at once to make provisional arrangements for the superintendence and inspection of education in their respective Presidencies. Such arrangements as they may make will be reported to you for sanction. You will take similar measures in communication with the Lieutenant-Governors of Bengal and of Agra, and you will also provide in such manner as may seem advisable for the wants of the non-regulation Provinces in this respect. We desire that your proceedings in this matter may be reported to us with as little delay as possible; and we are prepared to approve of such an expenditure as you may deem necessary for this purpose.

21. In the selection of the heads of the Educational Departments, the inspectors, and other officers, it will be of the greatest importance to secure the services of persons who are not only best able, from their character, position, and acquirements, to carry our objects into effect, but who may command the confidence of the natives of India. It may perhaps be advisable that the first heads of the Educational Department, as well as some of the Inspectors, should be members of our Civil Service; as such appointments in the first instance would tend to raise the estimation in which these offices will be held, and to show the importance we attach to the subject of education, and also as amongst them you will probably find the persons best qualified for the performance of the duty. But we desire that neither these offices, nor any others connected with education, shall be considered as necessarily to be filled by members of that Service, to the exclusion of others, Europeans or Natives, who may be better fitted for them; and that, in any case, the scale of their remuneration shall be so fixed as publicly to recognise the important duties they will have to perform.

22. We now proceed to sketch out the general scheme of the measures which we propose to adopt. We have endeavoured to avail ourselves of the knowledge which has been gained from the various experiments which have been made in different parts of India for the encouragment of education; and we hope, by the more general adoption of those plans which have been carried into successful execution in particular districts, as well as by the introduction of other measures

which appear to be wanting to establish such a system as will prove generally applicable throughout India, and thus to impart to the educational efforts of our different Presidencies a greater degree of uniformity and method than at present exists.

23. We are fully aware that no general scheme would be applicable in all its details to the present condition of all portions of our Indian territories, differing, so widely as they do, one from another, in many important particulars. It is difficult, moreover, for those who do not possess a recent and practical acquaintance with particular districts to appreciate the importance which should be attached to the feelings and influences which prevail in each; and we have, therefore, preferred confining ourselves to describing generally what we wish to see done, leaving to you, in communication with the several local Governments, to modify particular measures, so far as may be required, in order to adapt them to different parts of India.

24. Some years ago, we declined to accede to a proposal made by the Council of Education, and transmitted to us, with the recommendation of your Government, for the institution of an University in Calcutta. The rapid spread of a liberal education among the natives of India since that time, the high attainments shown by the native candidates for Government scholarships, and by native students in private institutions, the success of the Medical Colleges, and the requirements of an increasing European and Anglo-Indian population, have led us to the conclusion that the time is now arrived for the establishment of Universities in India, which may encourage a regular and liberal course of education, by conferring Academical degrees as evidences of attainments in the different branches of art and science, and by adding marks of honor for those who may desire to compete for honorary distinction.

25. The Council of Education, in the proposal to which we have alluded, took the London University as their model; and we agree with them, that the form, government, and functions of that University (copies of whose charters and regulations we enclose for your reference) are the best adapted to the wants of India, and may be followed with advantage, although some variation will be necessary in points of detail.

26. The Universities in India will accordingly consist of a Chancellor, Vice-Chancellor, and Fellows, who will constitute a Senate. The Senates will have the management of the funds of the Universities, and frame regulations for your approval, under which periodical examinations may be held in the different branches of art and science, by examiners selected from their own body, or nominated by them.

27. The function of the Universities will be to confer degrees upon such persons as, having been entered as candidates according to the rules which may be fixed in this respect, and having produced from any of the "affiliated institutions," which will be enumerated on the foundation of the Universities, or be from time to time added to them by Government, certificates of conduct, and of having pursued a regular course of study for a given time, shall have also passed at the Universities such an examination as may be required of them. It may be advisable to dispense with the attendance required at the London University for the matriculation examination, and to substitute some mode of entrance examination which may secure a certain amount of knowledge in the candidates for degrees, without making their attendance at the Universities necessary, previous to the final examination.

28. The examinatiosn for degrees will not include any subjects connected with religious belief; and the affiliated institutions will be under the management of persons of every variety of religious persuasion. As in England, various institutions in immediate connexion with the Church of England, the Presbyterian College at Caermarthen, the Roman Catholic College at Oscott, the Wesleyan College at Sheffield, the Baptist College at Bristol, and the Countess of Huntingdon's College at Cheshunt, are among the institutions from which the London University is empowered to receive certificates for degrees. So in India, institutions conducted by all denominations of Christians, Hindoos, Mahomedans, Parsees, Sikhs, Bhuddists, Jains, or any other religious persuasions, may be affiliated to the Universities, if they are found to afford the requisite course of study, and can be depended upon for the certificates of conduct which will be required.

29. The detailed regulations for the examination for degrees should

be framed with a due regard for all classes of the affiliated institutions; and we will only observe upon this subject, that the standard for common degrees will require to be fixed with very great judgment. There are many persons who well deserve the distinction of an Academical degree, as the recognition of a liberal education, who could not hope to obtain it, if the examination was as difficult as that for the Senior Government Scholarships; and the standard required should be such as to command respect, without discouraging the efforts of deserving students, which would be a great obstacle to the success of the Universities. In the competitions for honours, which, as in the London University, will follow the examinations for degrees, care should be taken to maintain such a standard as will afford a guarantee for high ability and valuable attainments; the subjects for examination being so selected as to include the best portions of the different schemes of study pursued at the affiliated institutions.

30. It will be advisable to institute, in connexion with the Universities, Professorships for the purpose of the delivery of lectures in various branches of learning, for the acquisition of which, at any rate in an advanced degree, facilities do not now exist in other institutions in India. Law is the most important of these subjects; and it will be for you to consider whether, as was proposed in the plan of the Council of Education to which we have before referred, the attendance upon certain lectures, and the attainment of a degree in law, may not, for the future, be made a qualification for Vakeels and Moonsiffs, instead of, or in addition to, the present system of examination, which must, however, be continued in places not within easy reach of an University.

31. Civil Engineering is another subject of importance, the advantages of which, as a profession, are gradually becoming known to the natives of India; and while we are inclined to believe that instructions of a practical nature, such as is given at the Thomason College of Civil Engineering at Roorkee, is far more useful than any lectures could possibly be, Professorships of Civil Engineering might perhaps be attached to the Universities, and Degrees in Civil Engineering be included in their general scheme.

32. Other branches of useful learning may suggest themselves to you, in which it might be advisable that lectures should be read, and special Degrees given; and it would greatly encourage the cultivation of the vernacular languages of India that Professorships should be founded for those languages, and perhaps, also for Sanskrit, Arabic, and Persian. A knowledge of the Sanskrit language, the root of the vernaculars of the greater part of India, is more especially necessary to those who are engaged in the work of composition in those languages; while Arabic, through Persian, is one of the component parts of the Urdu language, which extends over so large a part of Hindustan, and is, we are informed, capable of considerable development. The grammar of these languages, and their application to the improvement of the spoken languages of the country, are the points to which the attention of these Professors should be mainly directed; and there will be an ample field for their labours unconnected with any instruction in the tenets of the Hindoo or Mahomedan religions. We should refuse to sanction any such teaching, as directly opposed to the principle of religious neutrality to which we have always adhered.

33 We desire that you take into your consideration the institution of Universities at Calcutta and Bombay, upon the general principles which we have now explained to you, and report to us upon the best method of procedure, with a view to their incorporation by Acts of the Legislative Council of India. The offices of Chancellor and Vice-Chancellor will naturally be filled by persons of high station, who have shown an interest in the cause of education; and it is in connexion with the Universities that we propose to avail ourselves of the services of the existing Council of Education at Calcutta, and Board of Education at Bombay. We wish to place these gentlemen in a position which will not only mark our sense of the exertions which they have made in furtherance of education, but will give it the benefit of their past experience of the subject. We propose, therefore, that the Council of Education at Calcutta, and the Board of Education at Bombay, with some additional members to be named by the Government, shall constitute the Senate of the University at each of those Presidencies.

34. The additional members should be so selected as to give to all those who represent the different systems of education which will be carried on in the affiliated Institutions—including natives of India, of all religious persuasions, who possess the confidence of the native communities—a fair voice in the Senates. We are led to make these remarks, as we observe that the plan of the Council of Education, in 1845, for the constitution of the Senate of the proposed Calcutta University, was not sufficiently comprehensive.

35. We shall be ready to sanction the creation of an University at Madras, or in any other part of India, where a sufficient number of institutions exist, from which properly qualified candidates for degrees could be supplied; it being in our opinion advisable that the great centres of European government and civilization in India should possess Universities similar in character to those which will now be founded, as soon as the extension of a liberal education shows that their establishment would be of advantage to the native communities.

36. Having provided for the general superintendence of education, and for the institution of Universities, not so much to be in themselves places of instruction, as to test the value of the education obtained elsewhere, we proceed to consider, first, the different classes of colleges and schools, which should be maintained in simultaneous operation, in order to place within the reach of all classes of the natives of India the means of obtaining improved knowledge suited to their several conditions of life; and, secondly, the manner in which the most effectual aid may be rendered by Government to each class of educational institutions.

37. The candidates for University Degrees will, as we have already explained, be supplied by Colleges affiliated to the Universities. These will comprise all such institutions as are capable of supplying a sufficiently high order of instruction in the different branches of art and science, in which University degrees will be accorded. The Hindoo, Hooghly, Dacca, Kishnaghur, and Berhampore Government Anglo-Vernacular Colleges, the Sanskrit College the Mahomedan Madrissas, and the Medical College, in Bengal; the Elphinstone Institution, the Poonah College, and the Grant Medical College, in Bombay; the Delhi, Agra, Benares, Bareilly, and Thoma-

son Colleges, in the North-Western Provinces; seminaries, such as the Oriental Seminary in Calcutta, which have been established by highly-educated natives, a class of places of instruction which we are glad to learn is daily increasing in numbers and efficiency; those which, like the Parental Academy, are conducted by East Indians; Bishop's College, the General Assembly's Institution, Dr. Duff's College, the Baptist College at Serampore, and other institutions under the superintendence of different religious bodies and Missionary Societies; will, at once, supply a considerable number of educational establishments, worthy of being affiliated to the Universities, and of occupying the highest place in the scale of general instruction.

38. The affiliated institutions will be periodically visited by Government Inspectors; and a spirit of honorable rivalry, tending to preserve their efficiency, will be promoted by this, as well as by the competition of their most distinguished students for University honours. Scholarships should be attached to them, to be held by the best students of lower schools; and their scheme of education should provide, in the Anglo-Vernacular colleges, for a careful cultivation of the vernacular languages; and, in the Oriental colleges, for sufficient instruction in the English and vernacular languages, so as to render the studies of each most available for that general diffusion of European knowledge which is the main object of education in India.

39. It is to this class of institutions that the attention of Government has hitherto been principally directed, and they absorb the greater part of the public funds which are now applied to educational purposes. The wise abandonment of the early views with respect to native education, which erroneously pointed to the classical languages of the East as the *media* for imparting European knowledge, together with the small amount of pecuniary aid which, in the then financial condition of India, was at your command, has led, we think, to too exclusive a direction of the efforts of Government towards providing the means of acquiring a very high degree of education for a small number of natives of India, drawn, for the most part, from what we should here call the higher classes.

40. It is well that every opportunity should have been given to those classes for the acquisition of a liberal European education,

the effects of which may be expected slowly to pervade the rest of their fellow-countrymen, and to raise, in the end, the educational tone of the whole country. We are, therefore, far from under-rating the importance, or the success, of the efforts which have been made in this direction; but the higher classes are both able and willing, in many cases, to bear a considerable part at least of the cost of their education; and it is abundantly evident that in some parts of India no artificial stimulus is any longer required in order to create a demand for such an education as is conveyed in the Government Anglo-Vernacular colleges. We have, by the establishment and support of these colleges, pointed out the manner in which a liberal education is to be obtained, and assisted them to a very considerable extent from the public funds. In addition to this, we are now prepared to give, by sanctioning the establishment of Universities, full development to the highest course of education to which the natives of India, or of any other country, can aspire; and besides, by the division of University degrees and distinctions into different branches, the exertions of highly-educated men will be directed to the studies which are necessary to success in the various active professions of life. We shall, therefore, have done as much as a Government can do to place the benefits of education plainly and practically before the higher classes in India.

41. Our attention should now be directed to a consideration, if possible, still more important, and one which has been hitherto, we are bound to admit, too much neglected; namely, how useful and practical knowledge, suited to every station in life, may be best conveyed to the great mass of the people, who are utterly incapable of obtaining any education worthy of the name by their own unaided efforts; and we desire to see the active measures of Government more especially directed, for the future, to this object, for the attainment of which we are ready to sanction a considerable increase of expenditure.

42. Schools—whose object should be, not to train highly a few youths, but to provide more opportunities than now exist for the acquisition of such an improved education as will make those who possess it more useful members of society in every condition of life—

should exist in every district in India. These schools should be subject to constant and careful inspection; and their pupils might be encouraged by scholarships being instituted at other institutions, which would be tenable as rewards for merit by the best of their number.

43. We include in this class of institutions those which, like the Zillah schools of Bengal, the District Government Anglo-Vernacular schools of Bombay, and such as have been established by the Rajah of Burdwan and other native gentlemen in different parts of India, use the English language as the chief medium of instruction; as well as others of an inferior order, such as the Tahsili schools in the North-Western Provinces and the Government Vernacular schools in the Bombay Presidency, whose object is, however imperfectly it has been as yet carried out, to convey the highest class of instruction which can now be taught through the medium of the vernacular languages.

44. We include these Anglo-Vernacular and Vernacular schools in the same class, because we are unwilling to maintain the broad line of separation which at present exists between schools in which the *media* for imparting instruction differ. The knowledge conveyed is, no doubt, at the present time, much higher in the Anglo-Vernacular than in the Vernacular schools; but the difference will become less marked, and the latter more efficient, as the gradual enrichment of the vernacular languages in works of education allows their schemes of study to be enlarged, and as a more numerous class of schoolmasters is raised up able to impart a superior education.

45. It is indispensable, in order fully and efficiently to carry out our views as to these schools, that their masters should possess a knowledge of English in order to acquire, and of the Vernaculars so as readily to convey, useful knowledge to their pupils; but we are aware that it is impossible to obtain at present the services of a sufficient number of persons so qualified, and that such a class must be gradually collected, and trained in the manner to which we shall hereafter allude. In the mean time you must make the best use which is possible of such instruments as are now at your command.

46. Lastly, what have been termed indigenous schools, should by wise encouragement, such as has been given under the system organ-

ized by Mr. Thomason in the North-Western Provinces, and which has been carried out in eight districts under the able direction of Mr. H. S. Reid in an eminently practical manner, and with great promise of satisfactory results, be made capable of imparting correct elementary knowledge to the great mass of the people. The most promising pupils of these schools might be rewarded by Scholarships in places of education of a superior order.

47. Such a system as this, placed in all its degrees under efficient inspection; beginning with the humblest elementary instruction, and ending with the University test of a liberal education, the best students in each class of schools being encouraged by the aid afforded them towards obtaining a superior education as the reward of merit, by means of such a system of Scholarships as we shall have to describe, would, we firmly believe, impart life and energy to education in India, and lead to a gradual, but steady, extension of its benefits to all classes of the people.

48. When we consider the vast population of British India, and the sums which are now expended upon educational efforts, which however successful in themselves, have reached but an insignificant number of those who are of a proper age to receive school instruction, we cannot but be impressed with the almost insuperable difficulties which would attend such an extension of the present system of education by means of colleges and schools entirely supported at the cost of Government, as might be hoped to supply, in any reasonable time, so gigantic a deficiency, and to provide adequate means for setting on foot such a system as we have described, and desire to see established.

49. Nor is it necessary that we should depend entirely upon the direct efforts of Government. We are glad to recognise an increased desire on the part of the native population, not only in the neighbourhood of the great centres of European civilisation, but also in remoter districts, for the means of obtaining a better education; and we have evidence in many instances of their readiness to give a practical proof of their anxiety in this respect by coming forward with liberal pecuniary contributions. Throughout all ages, learned Hindoos and Mahomedans have devoted themselves to teaching, with little other remuneration than a bare subsistence; and munificent be-

quests have not unfrequently been made for the permanent endowment of educational institutions.

50. At the same time, in so far as the noble exertions of societies of Christians of all denominations to guide the natives of India in the way of religious truth, and to instruct uncivilised races, such as those found in Assam, in the Cossya, Garrow, and Rajmehal hills, and in various districts of Central and Southern India (who are in the lowest condition of ignorance, and are either wholly without a religion, or are the slaves of a degrading and barbarous superstition), have been accompanied, in their educational establishments, by the diffusion of improved knowledge, they have largely contributed to the spread of that education which it is our object to promote.

51. The consideration of the impossibility of Government alone doing all that must be done in order to provide adequate means for the education of the natives of India, and of the ready assistance which may be derived from efforts which have hitherto received but little encouragement from the State, has led us to the natural conclusion that the most effectual method of providing for the wants of India in this respect will be to combine with the agency of the Government the aid which may be derived from the exertions and liberality of the educated and wealthy natives of India, and of other benevolent persons.

52. We have, therefore, resolved to adopt in India the system of grants-in-aid, which has been carried out in this country with very great success; and we confidently anticipate, by thus drawing support from local resources, in addition to contributions from the State, a far more rapid progess of education than would follow a mere increase of expenditure by the Government; while it possesses the additional advantage of fostering a spirit of reliance upon local exertions and combination for local purposes, which is of itself of no mean importance to the well-being of a nation.

53. The system of grants-in-aid, which we propose to establish in India, will be based on an entire abstinence from interference with the religious instruction conveyed in the schools assisted. Aid will be given (so far as the requirements of each particular district, as compared with others, and the funds at the disposal of Government may

render it possible) to all schools which impart a good secular education, provided that they are under adequate local management (by the term "local management," we understand one or more persons, such as private patrons, voluntary subscribers, or the Trustees of endowments, who will undertake the general superintendence of the school, and be answerable for its permanence for some given time); and provided also that their managers consent that the schools shall be subject to Government inspection, and agree to any conditions which may be laid down for the regulation of such grants.

54. It has been found by experience, in this and in other countries, that not only is an entirely gratuitous education valued far less by those who receive it than one for which some payment, however small, is made, but that the payment induces a more regular attendance, and greater exertion, on the part of the pupils; and, for this reason, as well as because school fees themselves insignificant as they may be in each individual instance, will, in the aggregate, when applied to the support of a better class of masters, become of very considerable importance, we desire that grants-in-aid shall, as a general principle, be made to such schools only (with the exception of normal schools) as require some fee, however small, from their scholars.

55. Careful considerations will be required in framing rules for the administration of the grants; and the same course should be adopted in India which has been pursued with obvious advantage by the Committee of Council here, namely, to appropriate the grants to *specific objects*, and not (except, perhaps, in the case of normal schools) to apply them in the form of simple contributions in aid of the general expenses of a school. The augmentation of the salaries of the head teachers, and the supply of junior teachers, will probably be found in India, as with us, to be the most important objects to which the grants can ordinarily be appropriated. The foundation, or assistance in the foundation of Scholarships for candidates from lower schools, will also be a proper object for the application of grants-in-aid. In some cases, again, assistance towards erecting, or repairing a school, or the provision of an adequate supply of school-books, may be required; but the appropriation of

the grant in each particular instance should be regulated by the peculiar circumstances of each school and district.

56. The amount, and continuance of the assistance given, will depend upon the periodical reports of Inspectors, who will be selected with special reference to their possessing the confidence of the native communities. In their periodical inspections, *no notice whatsoever* should be taken by them of the religious doctrines which may be taught in any school; and their duty should be strictly confined to ascertaining whether the secular knowledge conveyed is such as to entitle it to consideration in the distribution of the sum which will be applied to grants-in-aid. They should also assist in the establishment of schools, by their advice, wherever they may have opportunities of doing so.

57. We confide the practical adaptation of the general principles we have laid down as to grants-in-aid to your discretion, aided by the Educational Departments of the different Presidencies. In carrying into effect our views, which apply alike to all schools and institutions, whether male or female, Anglo-Vernacular or Vernacular, it is of the greatest importance that the conditions under which schools will be assisted should be clearly and publicly placed before the natives of India. For this purpose Government Notifications should be drawn up, and promulgated in the different Vernacular languages. It may be advisable distinctly to assert in them the principle of perfect religious neutrality on which the grants will be awarded; and care should be taken to avoid holding out expectations which from any cause, may be liable to disappointment.

58. There will be little difficulty in the application of this system of grants-in-aid to the higher order of places of instruction in India in which English is at present the medium of education.

59. Grants-in-aid will also at once give assistance to all such Anglo-Vernacular and Vernacular schools as impart a good elementary education; but we fear that the number of this class of schools is at present inconsiderable, and that such as are in existence require great improvement.

60. A more minute and constant local supervision than would accompany the general system of grants-in-aid will be necessary in

order to raise the character of the "indigenous schools," which are, at present, not only very inefficient in quality, but of exceedingly precarious duration, as is amply shown by the statistics collected by Mr. Adam in Bengal and Behar, and from the very important information we have received of late years from the North-Western Provinces. In organising such a system, we cannot do better than to refer you to the manner in which the operations of Mr. Reid have been conducted in the North-Western Provinces, and to the instructions given by him to the Zillah and Pergunnah Visitors, and contained in the Appendix to his First Report.

61. We desire to see local management under Government inspection and assisted by grants-in-aid, taken advantage of wherever it is possible to do so, and that no Government colleges or schools shall be founded, for the future, in any district where a sufficient number of institutions exist, capable, with assistance from the State, of supplying the local demand for education. But, in order fully to carry out the views we have expressed with regard to the adequate provision of schools throughout the country, it will probably be necessary, for some years to supply the wants of particular parts of India by the establishment, temporary support, and management of places of education of every class in districts where there is a little or no prospect of adequate local efforts being made for this purpose, but where, nevertheless, they are urgently required.

62. We look forward to the time when any general system of education entirely provided by Government may be discontinued, with the gradual advance of the system of grants-in-aid, and when many of the existing Government institutions, expecially those of the higher order, may be safely closed, or transferred to the management of local bodies under the control of, and aided by, the State. But it is far from our wish to check the spread of education in the slightest degree by the abandonment of a single school to probable decay; and we, therefore, entirely confide in your discretion, and in that of the different local authorities, while keeping this object steadily in view, to act with caution, and to be guided by special reference to the particular circumstances which affect the demand for education in different parts of India.

63. The system of free and stipendiary Scholarships, to which we have already more than once referred as a connecting link between the different grades of educational institutions, will require some revision and extension in carrying out our enlarged educational plans. We wish to see the object proposed by Lord Auckland, in 1839, "of connecting the zillah schools with the central colleges, by attaching to the latter Scholarships to which the best scholars of the former might be eligible," more fully carried out; and also, as the measures we now propose assume an organised form, that the same system may be adopted with regard to schools of a lower description, and that the best pupils of the inferior schools shall be provided for by means of Scholarships in schools of a higher order, so that superior talent in every class may receive that encouragement and development which it deserves. The amount of the stipendiary Scholarships should be fixed at such a sum as may be considered sufficient for the maintenance of the holders of them at the colleges or schools to which they are attached, and which may often be at a distance from the home of the students. We think it desirable that this system of Scholarships should be carried out, not only in connexion with those places of education which are under the immediate superintendence of the State, but in all educational institutions which will now be brought into our general system.

Minute, Nov. 24th, 1839, paras. 32 and 33.

64. We are, at the same time, of opinion that the expenditure upon existing Government Scholarships, other than those to which we have referred, which amounts to a considerable sum, should be gradually reduced, with the requisite regard for the claims of the present holders of them. The encouragement of young men of ability, but of slender means, to pursue their studies, is no doubt both useful and benevolent, and we have no wish to interfere with the private endowments which have been devoted to so laudable an object, or to withdraw the additions which may have been made by us to any such endowments. But the funds at the disposal of Government are limited, and we doubt the expediency of applying them to the encouragement of the acquisition of learning, by means of stipends which not only far exceed the cost of the maintenance

of the student, but in many cases are above what he could reasonably expect to gain on entering the Public Service, or any of the active professions of life.

65. We shall, however, offer encouragement to education which will tend to more practical results than those Scholarships. By giving to persons who possess an aptness for teaching, as well as the requisite standard of acquirements, and who are willing to devote themselves to the profession of school master, moderate monthly allowances for their support during the time which it may be requisite for them to pass in normal schools, or classes, in order to acquire the necessary training, we shall assist many deserving students to qualify themselves for a career of practical usefulness, and one which will secure them an honourable competence through life. We are also of opinion, that admission to places of instruction, which, like the Medical and Engineering Colleges, are maintained by the State, for the purpose of educating persons for special employment under Government, might be made the rewards of industry and ability, and thus supply a practical encouragement to general education, similar to that which will be afforded by the Educational service.

66. The establishment of Universities will offer considerable further inducements for the attainment of high proficiency, and thus supply the place of the present Senior Scholarships, with this additional advantage, that a greater number of subjects in which distinction can be gained will be offered to the choice of students than can be comprised in one uniform examination for a Scholarship, and that their studies will thus be practically directed into channels which will aid them in the different professions of life which they may afterwards adopt.

67. In England, when systematic attempts began to be made for the improvement of education, one of the chief defects was found to be the insufficient number of qualified schoolmasters, and the imperfect method of teaching which prevailed. This led to the foundation of normal and model schools for the training of masters, and the exemplification of the best methods for the organisation, discipline, and instruction of elementary schools. This deficiency has been the more palpably felt in India, as the difficulty of finding

persons properly educated for the work of tuition is greater; and we desire to see the establishment, with as little delay as possible, of training schools, and classes, for masters, in each Presidency in India. It will probably be found that some of the existing institutions may be adapted, wholly or partially, to this purpose, with less difficulty than would attend the establishment of entirely new schools.

68. We cannot do better than refer you to the plan which has been adopted in Great Britain for this object, and which appears to us to be capable of easy adaptation to India. It mainly consists, as you will perceive on reference to the Minutes of the Committee of Council, copies of which we enclose, in the selection and stipend of pupil teachers (awarding a small payment to the masters of the schools in which they are employed, for their instruction out of school hours) their ultimate removal, if they prove worthy, to normal schools; the issue to them of certificates, on the completion of their training in those normal schools; and in securing to them a sufficient salary when they are afterwards employed as schoolmasters. This system should be carried out in India, both in the Government colleges and schools, and, by means of grants-in-aid, in all institutions which are brought under Government inspection. The amount of the stipends to pupil teachers and students at normal schools should be fixed with great care. The former should receive moderate allowances rather above the sums which they would earn if they left school, and the stipends to the latter should be regulated by the same principle which we have laid down with respect to scholarships.

69. You will be called upon, in carrying these measures into effect, to take into consideration the position and prospects of the numerous class of natives of India who are ready to undertake the important duty of educating their fellow-countrymen. The late extension of the pension regulations of 1831 to the educational service may require to be adapted to the revised regulations in this respect; and our wish is that the profession of schoolmaster may, for the future, afford inducements to the natives of India such as are held out in other branches of the Public Service. The provision of such a class of schoolmasters as we wish to see, must be a work of time; and, in encouraging the "indigenous schools" our present aim should be to improve the teachers

whom we find in possession, and to take care not to provoke the hostility of this class of persons, whose influence is so great over the minds of the lower classes, by superseding them where it is possible to avoid it. They should, moreover, be encouraged to attend the normal schools and classes which may hereafter be instituted for this class of teachers.

70. Equal in importance to the training of schoolmasters is the provision of Vernacular school books, which shall provide European information to be the object of study in the lower classes of schools. Something has, no doubt, been done, of late years, towards this end, but more still remains to be done; and we believe that deficiencies might be readily and speedily supplied by the adoption of a course recommended by Mr. M. Elphinstone in 1825, namely, "That the best translations of particular books, or the best elementary treatises in specified languages, should be advertised for, and liberally rewarded."

71. The aim should be, in compilations, and original compositions, (to quote from one of Mr. Adam's valuable reports upon the state of education in Bengal.) "Not to translate European works into the words and idioms of the native languages, but so to combine the substance of European knowledge with native forms of thought and sentiment as to render the school-books useful and attractive." We also refer with pleasure upon this point to some valuable observations by Mr. Reid, in his report which we have quoted before, more especially as regards instruction in geography. It is obvious that the local peculiarities of different parts of India render it necessary that the class-books in each should be especially adapted to the feelings, sympathies, and history of the people; and we will only further remark upon this subject, that the Oriental Colleges, besides generally tending, as we have before observed, to the enrichment of the vernacular languages, may, we think, be made of great use in the translation of scientific works into those languages, as has already been done to some extent in the Delhi, Benares, and Poonah colleges.

Report, 1850-51, paras. 298—308.

72. We have always been of opinion that the spread of education in India will produce a greater efficiency in all branches of adminis-

tration, by enabling you to obtain the services of intelligent and trustworthy persons in every department of Government; and, on the other hand, we believe that the numerous vacancies of different kinds which have constantly to be filled up, may afford a great stimulus to education. The first object must be to select persons properly qualified to fill these situations; secondary to this is the consideration how far they may be so distributed as to encourage popular education.

73. The resolutions of our Governor General in Council of the 10th of October, 1844, gave a general preference to well-educated over uneducated men in the admissions to the Public Service. We perceive, with much satisfaction, from returns which we have recently received of the persons appointed since that year in the Revenue Department of Bengal, as well as from the educational reports from different parts of India, that a very considerable number of educated men have been employed under Government of late years; and we understand that it is often not so much the want of Government employment as the want of properly qualified persons to be employed by Government, which is felt, at the present time, in many parts of India.

74. We shall not enter upon the causes which, as we foresaw, have led to the failure of that part of the resolutions which provided for the annual submission to Government of lists of meritorious students. It is sufficient for our present purpose to observe that no more than 46 persons have been gazetted in Bengal up to this time, all of whom were students in the Government colleges. In the last year for which we have returns (1852), only two persons were so distinguished; and we can readily believe, with the Secretary to the Board of Revenue in Bengal, that young men who have passed a difficult examination in the highest branches of philosophy and mathematics, are naturally disinclined to accept such employment as persons who intend to make the Public Service their profession must necessarily commence with.

Letter of 6th April, 1852, with Returns in Revenue Department, Bengal.

75. The necessity for any such lists will be done away with by the establishment of Universities, as the acquisition of a degree, and

still more the attainment of university distinctions, will bring highly-educated young men under the notice of Government. The resolutions in question will, therefore, require revision so as to adapt them practically to carry out our views upon this subject. What we desire is, that, where the other qualifications of the candidates for appointments under Government are equal, a person who has received a good education, irrespective of the place or manner in which it may have been acquired, should be preferred to one who has not; and that, even in lower situations a man who can read and write be preferred to one who cannot, if he is equally eligible in other respects.

76. We also approve of the institution of examinations where practicable, to be simply and entirely tests of the fitness of candidates for the special duties of the various departments in which they are seeking employment, as has been the case in the Bombay Presidency. We confidently commit the encouragement of educated in preference to uneducated men to the different officers who are responsible for their selection; and we cannot interfere by any further regulations to fetter their free choice in a matter of which they bear the sole responsibility.

77. We are sanguine enough to believe that some effect has already been produced by the improved education of the Public Service of India. The ability and integrity of a large and increasing number of the native judges, to whom the greater part of the civil jurisdiction in India is now committed, and the high estimation in which many among them are held by their fellow-countrymen, is, in our opinion, much to be attributed to the progress of education among these officers, and to their adoption along with it of that high moral tone which pervades the general literature of Europe. Nor is it among the higher officers alone that we have direct evidence of the advantage which the public derives from the employment of educated men. We quote from the last Report of the Dacca College, with particular satisfaction, as we are aware that much of the happiness of the people of India depends upon the honesty of the officers of police:—"The best possible evidence has been furnished," say

Report on Public Instruction, Bengal, 1851-2, page 72.

the local committee, "that some of the ex-students of the college of Dacca have completely succeeded in the arduous office of darogah. Krishna Chunder Dutt, employed as a darogah under the Magistrate of Howrah, in particular, is recommended for promotion, as having gained the respect and applause of all classes, who, though they may not practice, yet know how to admire, real honesty and integrity of purpose."

78. But, however large the number of appointments under Government may be, the views of the natives of India should be directed to the far wider and more important sphere of usefulness and advantage which a liberal education lays open to them; and such practical benefits arising from improved knowledge should be constantly impressed upon them by those who know their feelings, and have influence or authority to advise or direct their efforts. We refer, as an example in this respect, with mingled pleasure and regret, to the eloquent addresses delivered by the late Mr. Bethune, when President of the Council of Education, to the students of the Kishnaghur and Dacca colleges.

79. There are some other points connected with the general subject of education in India upon which we will now briefly remark. We have always regarded with special interest those educational institutions which have been directed towards training up the natives of India to particular professions, both with a view to their useful employment in the Public Service, and to enable them to pursue active and profitable occupations in life. The medical colleges in different parts of India have proved that, in despite of difficulties which appeared at first sight to be insurmountable, the highest attainments in medicine and surgery are within the reach of educated natives of India: we shall be ready to aid in the establishment and support of such places of instruction as the medical colleges of Calcutta and Bombay, in other parts of India. We have already alluded to the manner in which students should be supplied to those colleges, as well as to those for the training of civil engineers.

80. The success of the Thomason College of Civil Engineering at Roorkee has shown that, for the purpose of training up persons capable of carrying out the great works which are in progress under

Government throughout India, and to qualify the natives of India for the exercise of a profession which, now that the system of railways and public works is being rapidly extended, will afford an opening for a very large number of persons, it is expedient that similar places for practical instruction in civil engineering should be established in other parts of India, and especially in the Presidency of Madras, where works of irrigation are so essential, not only to the prosperity of the country, but to the very existence of the people in times of drought and scarcity. The subject has been prominently brought under your notice in the recent reports of the Public Works Commissioners for the different Presidencies; and we trust that immediate measures will be taken to supply a deficiency which is, at present, but too apparent.

81. We may notice, in connexion with these two classes of institutions of an essentially practical character, the schools of industry and design, which have been set on foot from time to time in different parts of India. We have lately received a very encouraging report of that established by Dr. Hunter in Madras; and we have also been informed that Sir Jamsetjee Jejeebhoy, with his accustomed munificence, has offered to lay out a very considerable sum upon a like school in Bombay. Such institutions as these will, in the end, be self-supporting; but we are ready to assist in their establishment by grants-in-aid for the supply of models, and other assistance which they may advantageously derive from the increased attention which has been paid of late years to such subjects in this country. We enclose you the copy of a report which we have received from Mr. Redgrave upon the progress of the Madras school, which may prove of great value in guiding the efforts of the promoters of any similar institutions which may hereafter be established in India. We have also perceived with satisfaction, that the attention of the Council of Education in Calcutta has been lately directed to the subject of attaching to each zillah school the means of teaching practical agriculture; for there is, as Dr. Mouat most truly observes, "no single advantage that could be afforded to the vast rural population of India that would equal the introduction of an improved system of agriculture."

Report on Public Instruction, Bengal, 1851-52, Appendix, page clxxi.

82. The increasing desire of the Mahomedan population to acquire European knowledge has given us much satisfaction. We perceive that the Council of Education of Bengal has this subject under consideration, and we shall receive with favour any proposition which may appear to you to be likely to supply the wants of so large a portion of the natives of India.

83. The importance of female education in India cannot be overrated; and we have observed with pleasure the evidence which is now afforded of an increased desire on the part of many of the natives of India to give a good education to their daughters. By this means a far greater proportional impulse is imparted to the educational and moral tone of the people than by the education of men. We have already observed that schools for females are included among those to which grants-in-aid may be given; and we cannot refrain from expressing our cordial sympathy with the efforts which are being made in this direction. Our Governor-General in Council has declared, in a communication to the Government of Bengal, that the Government ought to give the native female education in India its frank and cordial support; in this we heartily concur, and we especially approve of the bestowal of marks of honor upon such native gentlemen as Roa Bahádur Magunbhái Karramchand, who devoted 20,000 rupees to the foundation of two native female schools in Ahmedabad, as by such means our desire for the extension of female education becomes generally known.

Report on Public Instruction, Bengal, 1849-50, page 2.

84. Considerable misapprehension appears to exist as to our views with respect to religious instruction in the Government institutions. Those institutions were founded for the benefit of the whole population of India; and, in order to effect their object it was, and is, indispensable that the education conveyed in them should be exclusively secular. The Bible is, we understand, placed in the libraries of the colleges and schools, and the pupils are able freely to consult it. This is as it should be; and, moreover, we have no desire to prevent, or discourage, any explanations which the pupils may, of their own free will, ask from the masters upon the subject of the Christian religion, provided that such information be given out of school hours. Such

instruction being entirely voluntary on both sides, it is necessary, in order to prevent the slightest suspicion of an intention on our part to make use of the influence of Government for the purpose of proselytism, that no notice shall be taken of it by the Inspectors in their periodical visits.

85. Having now finished the sketch that we proposed to give of the scheme for the encouragement of education in India, which we desire to see gradually brought into operation, we proceed to make some observations upon the state of education in the several Presidencies, and to point out the parts of our general plan which are most deficient in each.

86. In Bengal, education through the medium of the English language has arrived at a higher point than in any other part of India. We are glad to receive constant evidence of an increasing demand for such an education, and of the readiness of the natives of different districts to exert themselves for the sake of obtaining it. There are now five Government Anglo-Vernacular colleges; and zillah schools have been established in nearly every district. We confidently expect that the introduction of the system of grants-in-aid will very largely increase the number of schools of a superior order; and we hope that, before long, sufficient provision may be found to exist in many parts of the country for the education of the middle and higher classes, independent of the Government institutions, which may then be closed, as has been already the case in Burdwan, in consequence of the enlightened conduct of the Rajah of Burdwan, or they may be transferred to local management.

87. Very little has, however, been hitherto done in Bengal for the education of the mass of the people, especially for their instruction through the medium of the vernacular languages. A few vernacular schools were founded by Government in 1844, of which only 33 now remain, with 1,400 pupils, and, upon their transfer, in April, 1852, from the charge of the Board of Revenue to that of the Council of Education, it appeared that "they were in a languishing state, and had not fulfilled the expectations formed on their establishment."

88. We have perused, with considerable interest, the report of Mr. Robinson, Inspector of the Assam schools, of which there appear to be 74, with upwards of 3,000 pupils. Mr. Robinson's suggestions for the improvement of the system under which they are now managed appear to us to be worthy of consideration, and to approach very nearly to the principle upon which vernacular education has been encouraged in the North-Western Provinces. We shall be prepared to sanction such measures as you may approve of, to carry out Mr. Robinson's views.

89. But the attention of the Government of Bengal should be seriously directed to the consideration of some plan for the encouragement of indigenous schools and for the education of the lower classes which, like that of Mr. Thomason in the North-Western Provinces, may bring the benefits of education practically before them, and assist and direct their efforts. We are aware that the object held out by the Government of Agra to induce the agricultural classes to improve their education does not exist in Bengal; but we cannot doubt that there may be found other similar solid advantages attending elementary knowledge, which can be plainly and practically made apparent to the understandings and interests of the lower classes of Bengal.

90. We perceive that the scheme of study pursued in the Oriental colleges of Bengal is under the consideration of the Council of Education, and it appears that they are in an unsatisfactory condition. We have already sufficiently indicated our views as to those colleges, and we should be glad to see them placed upon such a footing as may make them of greater practical utility. The points which you have referred to us, in your letter of the 5th of May, relative to the establishment of a Presidency College in Calcutta, will form the subject of a separate communication.

91. In the North-Western Provinces the demand for education is so limited by circumstances fully detailed by the Lieutenant-Governor in one of his early reports, that it will probably be long before private efforts will become energetic enough to supply the place of the establishment, support, and management, by Government, of places of instruction of the highest grade, where there may be a sufficient reason for their institution.

92. At the same time, the system for the promotion of general education throughout the country, by means of the inspection and encouragement of indigenous schools, has laid the foundation of a great advancement in the education of the lower classes. Mr. Thomason ascertained, from statistical information, the lamentable state of ignorance in which the people were sunk, while the registration of land, which is necessary under the revenue settlement of the North-Western Provinces, appeared to him to offer the stimulus of a direct interest for the acquisition of so much knowledge, at least, of reading and writing, of the simple rules of arithmetic, and of land measurement, as would enable each man to look after his own rights.

93. He therefore organised a system of encouragement of indigenous schools, by means of a constant inspection by zillah and purgunnah visitors, under the superintendence of a Visitor-General; while at the head-quarters of each tahsildar, a school was established for the purpose of teaching "reading and writing the vernacular languages, both Urdu and Hindi accounts, and the mensuration of land." A school-house is provided by Government and the masters of the Tahsili shoools receive a small salary, and are further entitled to the tuition fees paid by the pupils, of whom none are educated gratuitously, except "on recommendation given by village school-masters who may be on the visitor's list." A certain sum is annually allotted to each zillah for the reward of deserving teachers and scholars; and the attention of the Visitor-General was expressly directed to the preparation of elementary school-books in the vernacular language which are sold through the agency of the zillah and the pergunnah visitors. We shall be prepared to sanction the gradual extension of some such system as this to the other districts of the Agra Presidency, and we have already referred to it as the model by which the efforts of other Presidencies for the same object should be guided.

94. In the Presidency of Bombay the character of the education conveyed in the Anglo-Vernacular colleges is almost, if not quite, equal to that in Bengal; and the Elphinstone Institution is an instance of a college conducted in the main upon the principle of grant-in-aid, which we desire to see more extensively carried out. Considerable attention has also been paid in Bombay to education, through the

medium of the vernacular languages. It appears that 216 vernacular schools are under the management of the Board of Education, and that the number of pupils attending them is more than 12,000. There are three Inspectors of the district schools, one of whom (Mahadeo Govind Shastri) is a native of India. The schools are reported to be improving, and masters trained in the Government colleges have been recently appointed to some of them with the happiest effects. These results are very creditable to the Presidency of Bombay; and we trust that each Government school will now be made a centre from which the indigenous schools of the adjacent districts may be inspected and encouraged.

95. As the new Revenue settlement is extended in the Bombay Presidency, there will, we apprehend, be found an inducement precisely similar to that which has been taken advantage of by Mr. Thomason, to make it the interest of the agricultural classes to acquire so much knowledge as will enable them to check the returns of the village accountants. We have learnt with satisfaction that the subject of gradually making some educational qualification necessary to the confirmation of these hereditary Officers is under the consideration of the Government of Bombay, and that a practical educational test is now insisted upon for persons employed in many Offices under Government.

96. In Madras, where little has yet been done by Government to promote the education of the mass of the people, we can only remark with satisfaction that the educational efforts of Christian missionaries have been more successful among the Tamul population than in any other part of India; and that the Presidency of Madras offers a fair field for the adoption of our scheme of education in its integrity, by founding Government Anglo-Vernacular institutions only where no such places of instruction at present exist, which might, by grants-in-aid and other assistance, adequately supply the educational wants of the people. We also perceive with satisfaction that Mr. Daniel Elliot, in a recent and most able minute upon the subject of education, has stated that Mr. Thomason's plan for the encouragement of indigenous schools might readily be introduced into the Madras Presidency, where the Ryotwari settlement offers a simi-

lar practical inducement to the people for the acquisition of elementary knowledge.

97. We have now concluded the observations which we think it is necessary to address to you upon the subject of the education of the natives of India. We have declared that our object is to extend European knowledge throughout all classes of the people. We have shown that this object must be effected by means of the English language in the higher branches of instruction, and by that of the vernacular languages of India to the great mass of the people. We have directed such a system of general superintendence and inspection by Government to be established, as will, if properly carried out, give efficiency and uniformity to your efforts. We propose by the institution of universities to provide the highest test and encouragement of a liberal education. By sanctioning grants-in-aid of private efforts, we hope to call to the assistance of Government private exertions and private liberality. The higher classes will now be gradually called upon to depend more upon themselves; and your attention has been more especially directed to the education of the middle and lower classes, both by the establishment of fitting schools for this purpose, and by means of a careful encouragement of the native schools which exist, and have existed from time immemorial, in every village, and none of which perhaps cannot in some degree be made available to the end we have in view. We have noticed some particular points connected with education, and we have reviewed the condition of the different Presidencies in this respect, with a desire to point out what should be imitated, and what is wanting, in each.

98. We have only to add, in conclusion, that we commit this subject to you with a sincere belief that you will cordially co-operate with us in endeavouring to effect the great object we have in hand, and that we desire it should be authoritatively communicated to the principal officers of every district in India, that henceforth they are to consider it to be an important part of their duty, not only in that social intercourse with the natives of India, which we always learn with pleasure that they maintain, but also with all the influence of their high position, to aid in the extension of education, and to support the Inspectors of schools by every means in their power.

99. We believe that the measures we have determined upon are calculated to extend the benefits of education throughout India; but at the same time, we must add that we are not sanguine enough to expect any sudden, or even speedy, results to follow from their adoption. To imbue a vast, and ignorant population with a general desire for knowledge, and to take advantage of that desire when excited to improve the means for diffusing education amongst them, must be a work of many years; which, by the blessing of Divine Providence, may largely conduce to the moral and intellectual improvement of the mass of the natives of India.

100. As a Government, we can do no more than direct the efforts of the people, and aid them wherever they appear to require most assistance. The result depends more upon them than upon us, and although we are fully aware that the measures we have now adopted will involve in the end a much larger expenditure upon education from the revenues of India, or, in other words, from the taxation of the people of India, than is at present so applied, we are convinced, with Sir Thomas Munro, in words used many years since, that any expense which may be incurred for this object, "will be amply repaid by the improvement of the country; for the general diffusion of knowledge is inseparably followed by more orderly habits, by increasing industry, by a taste for the comforts of life, by exertion to acquire them, and by the growing prosperity of the people."

We are, &c.

(Signed) J. OLIPHANT.
" E. MACNAGHTEN.
" C. MILLS.
" R. ELLICE.
" J. W. HOGG.
" W. J. EASTWICK.
" R. D. MANGLES.
" J. P. WILLOUGHBY.
" J. H. ASTELL.
" F. CURRIE.

GRANTS-IN-AID TO SUPERIOR SCHOOLS.

Letters from Mr. G. Smith and Dr. Duff, referred to at p. 5 of Directors' Report.

Doveton College, Calcutta, the 12th March, 1858.

SIR,—With reference to your letter No. 443, dated 19th February last, forwarding an Extract from a letter from the Junior Secretary to the Government of Bengal, dated 15th February, in which His Honor the Lieutenant-Governor is pleased to ask for suggestions on the subject of the present general scheme of education, I beg to submit the following crude hints, which are necessarily so from my ignorance of the detailed working of the Government scheme, the only information available to the outside public being in the successive reports of your Department.

2. The whole pith and principles of any suggestions that I can make are contained in the Education Despatch of 1854, especially paragraphs 24, 29, 30, 31, 32, 37, 48, 49, 50, 51, 52, 61, 62 and 68, and in paragraphs 7, 8, 9 and 10, of your own Report for 1856-57. It is greatly to be regretted that the Supreme Government seem not only unwilling but decidedly opposed to acknowledge the Despatch in their Educational Policy. In the establishment of the Presidency College, in their determination to squander millions of the public money upon it, in the continued want of the University Lectureships contemplated by the Despatch as to be opened to all affiliated Colleges, in the withholding of the more valuable of Scholarships, and confining them to the sons of wealthy Baboos, whose education independently of these costs from 40 to 50 a month, in the time of the year at which University examinations are held, in the non-representation of the large class of European and East Indian Educational Establishments in the Senate, in all these their spirit is sufficiently seen. Notwithstanding the open liberality of their own Despatch, the Court of Directors seem also to be returning to the old paths, in their authorizing a grant to an "orthodox" Hindu School at Hooghly, a place where education already abounds, and in their opposing the admirable arrangement for the civilisation of the Sontals with the Missionary

body, the only class capable of doing the work well, and certainly the only class who would do it honestly and cheaply. If the policy of Government is directly opposite to that of the Despatch which says,—"we look forward to the time when any general system of education entirely provided by Government may be discontinued," it would be well at once distinctly to acknowledge it, and not oscillate between two extreme and contradictory paths, or rather pretend to yield a little to the one while they fully and consistently carry out the other. If the fruit of the past, previous to 1854, has been disappointing, the policy, though one of error, was at least consistent and honest, and the public could understand it, but surely the results of the attempted combination of two contradictory policies will be infinitely worse. The only gratifying feature in the whole is that you, Sir, who from your position and office, must be better acquainted with at least the "practical" in education, have protested against so preposterous and suicidal a course.

3. The Despatch deprecates the "extension of the present scheme of education by means of Colleges and Schools entirely supported at the cost of Government," and, as we have said, "looks forward to the time when any general system of education entirely provided by Government may be discontinued."

4. It is not for me to express a dogmatic opinion, as to whether the time has come when Government may *in toto* discontinue its *direct* connection with Colleges and Schools of one class to the exclusion and discouragement of all others. All non-Government Colleges should at least be put on exactly the same footing as those established by Government, if they are ever to prove that they can in time relieve the Government of the burden of direct connexion with education of a class and partial character, and proceed to extend its benefits to places where they are not appreciated or cannot be given at present. Government has enough on its hands, and will have a great deal more in the future, without becoming, as it now is, itself the Schoolmaster, and setting up a rivalry (which in the case of natives becomes a monopoly) with its own subjects. Its position is thus one of annoyance and injustice, and is certainly most undignified, while even with all its unjust support of

certain Colleges to the exclusion of others, it may secure that ability, but certainly cannot secure that conscientiousness and energy which are manifested more easily in the non-Government Colleges or Schools. *The Indian Government ought at once in policy, and as soon as possible in practice and detail, to take up the position of the Home Government in England in reference to education.* I need not repeat what has been said so admirably on this subject in the sixty-eighth paragraph of the Despatch. I am aware that it would be folly to introduce bodily among Asiatics a system the benefits and perfection of which have been so fully proved among Anglo-Saxons and Christians, but I would ask for a full recognition of its principles which are of universal application, and for a modification of its details so far as circumstances may render advisable. I find that the expenditure by the English Government for purposes of education amid all classes, ranks and creeds, according to given rules which develope independent effort, yea create it, when it does not exist, but certainly do not, as in India crush it, was £369,602 in the year 1855, while the expenditure in this Presidency in 1856-57 was £100,148, or about one-third. Without commenting on the ridiculously disproportionate amount of the latter as compared with the work to be accomplished, I would ask any one to compare the results of the two systems in England and Bengal. Even after allowing for the enormous difference of civilization in both countries, every one is forced to confess that the results have been very disappointing. What makes the English system accomplish so much and the Indian one so little, nay almost nothing? No Christian would overlook the fact of the higher *morale* given by Christianity, and stipulated for by the Educational Authorities in England in every School which they aid, for *some* religion or *some* form of Christianity must be taught in it, though they can take no account of the nature of the religious teaching. Still giving these their full weight, much remains to be accounted for. The difference in results that, after every fair deduction, remains to be accounted for, will be found in the fact that the English scheme developes, encourages and rewards independent effort, while the Indian scheme opposes, pursues and crushes it. The mere coaxing of a few Baboos to establish Schools and praise lavished on them

for doing what to men with their incomes is a trifle, is a wretched substitute for a well and cunningly devised national scheme of Education which will assist all, call for the energies of all, and reward all, as the English scheme does.

5. There seem to me to be no obstacles to the adoption of that scheme with some modification of its details, except the want of native teachers in the proper sense of the word. These the Government would have to create at first, but would soon be able to throw on private persons or public bodies the work of training them. This combined with a law to offer situations to natives only after fair competition, would soon cause a national scheme of education to succeed here even better than in England. Such a minute or law, we believe, exists, but it should be strictly and sternly adhered to, while the Entrance Examination in the University forms an admirable test of the abilities of those who would wish to enter Government service. From this we would recommend the following :—

1st. Abolish the Presidency College and Mudrissah, and establish University Lectureships on Chemistry, Zoology, and the Physical Sciences, open to the matriculated Students of all affiliated Colleges, but directly connected with none.

2nd. Establish a Normal Training College and secure at any price the services of the Heads of one of the Training Colleges of England, such as the one at Battersea, Cheltenham, Edinburgh and Glasgow. Have two Departments—the Anglo-Vernacular and the Vernacular. Place your Rector at the head of the former and give the present Hindoo School as a Training or Practising Department for his Students. The Sanscrit College would form the nucleus of the latter. Allow none to enter the higher Department without a Certificate of having passed the University Entrance Examination, and carry on their actual studies and their practical teaching work until they were fitted to go forth to the many Schools of the Mofussil. Allow a few to go on with their studies for the B. A. or M. A. degree, so as to be fitted to be Heads of Schools and Masters in the higher class of Schools. In conjunction with this, in all cases where a School had a certificated Master, establish the *Pupil Teacher System*, a system that would raise a race of young teachers, induce boys

to continue longer at School, and increase the income of the Master by the allowance granted him for each.

3rd. Introduce into low and poor Districts the system of *Capitation Grants* where an allowance would be made to the Master for each pupil. This system has wrought admirably in England.

4th. Direct attention to the system of Agricultural Schools and Industrial Schools. There is no reason why caste should interfere with their success, any more than with that of the Medical College.

5th. Establish on a small scale a system of Pensions for deserving certificated Teachers, not of an eleemosynary character nor such as may be claimed of right, but so arranged that the Government may *take power* merely to give them when they think fit.

6. The above suggestions take for granted that the Government would at once adopt the position of the English Government as to education, offering assistance to all classes and directly connecting themselves with none. Such a course on these points would immediately create a class of Schools superior to those now existing, and of a manly, self-originating, and therefore independent and vital character. I was much impressed with this in visiting an aided School at Commercolly last January. From the harshness of some Government rules as to grants, from the interference which they rendered necessary on the part of the Educational Authorities, and from the cowardly Bengali feeling that the Government must do all, which they fostered, it seems likely to be much injured, and the spirit and ardour of its independent Committee were certainly much damped. It contained the elements of an admirable School and was more pleasing and hopeful than even Jonye or any of the few Native Schools I have seen, my feeling was that its success would have been much greater than it was, had it not been tempted by the offer of a grant to sacrifice its independence and private support for a grant that was soon discontinued because they had a surplus and had devoted a part of it to the purchase of Maps and School furniture of which they were much in need, without consulting the Inspector. Had such a School been under the English scheme, the greater its surplus, (which was meant for a building) its fees, and its income from private sources, the

larger would have been its grants from Government, and instead of being reproved for giving instructions to purchase Books, Maps, &c., so that the School is still without them, half of the money would have been paid by Government, and its Committee would have directed their attention to the founding of Schools elsewhere, both Vernacular and English.

7. Were an honest and well-timed scheme, such as the English is, established, were it wrought with energy in smaller Districts by a larger number of intelligent Inspectors, without Sub or Assistant Inspectors who, I fear, are useless in propagating a scheme, and who from the sums offered can never be above the average of the herd in either *morale* or intelligence, were Native Zemindars and Traders, European Planters and Merchants, and the servants of Government directly requested to aid and encourage existing Schools and establish new ones wherever they can, were a race, not of fat prize Students, who are above their work, have no sympathy with the young, no knowledge of their minds, and of the best avenues to them, no practical or even theoretical acquaintance with modern systems of education, no idea of words, their origin, relative power, and use, and no enthusiastic love for their profession as such, but of well-trained School Masters, such as a well-taught Normal School would turn out at the end of two or three years practical work, teachers in the proper sense of the word, who had made the young and their minds an object of special study and loved their work for its own sake, were such sent forth and enabled to communicate not a mere intellectual education which when divorced from a vital and aggressive morality leads to the basest form of character, but to train and elevate the holiest instincts and tendencies of the soul, the seed at least of future fruit would be sown, and where now there is divided effort, straggling labour and contradictory policy, there would be a system which is a unity, which would bind up elements hitherto discordant into one, and move forth against the dark ignorance that is in India with power and consequent success.

8. Trusting that you will pardon any forms of expression that are inconsistent with the custom of official correspondence,

I have, &c.,

(Signed) G. SMITH.

Cornwallis Square, the 28th April, 1858.

MY DEAR MR. YOUNG,

* * * * *

But leaving the revised Rules, I trust I shall be excused for turning aside to remark on some other subjects connected with the progress of Native Education.

First. The Educational "Despatch" expresses a strong desire "to see the active measures of Government more especially directed for the future to a solution of the question, how useful and practical knowledge may be best conveyed to "*the great mass* of the people, who are utterly incapable of obtaining any education worthy of the name by their own unaided efforts?" For the attainment of this end the Court are "ready to sanction a considerable increase of expenditure."

But how is this end to be attained? The destitution is fearful. The fact as deduced from the authentic detail of Mr. Adam's reports is, that of children of a School-going age in Bengal, there are only 7¾ out of every 100, who receive instruction of any kind, even the most elementary.

One result of this is, that there are multitudes who have no desire whatever for *instruction of any kind*, and multitudes more who have no desire whatever for our *improved* instruction. How then can they be expected to pay for what they do not value, and therefore have no wish to obtain.

From all this, it plainly follows that *in the first instance*, and until a *feeling of want*, a taste, or appetite, shall have been created, instruction should be carried to the doors of numbers without any cost at all, and to the doors of numbers more at a very reduced cost; with very rare exceptions, the entire *female* population has been wholly uneducated; and against their education a complex variety of prejudices prevail.

Let then every female school which may be established with sixteen pupils or upwards, be offered *gratuitous* support for some time to come. The amount given to be proportional to the number of pupils —which, *at present* may be roughly estimated at one rupee per pupil.

There need be no apprehension in making such an offer, as if the

treasury might thereby be suddenly drained. Ah no; the demand, for long, will be, alas, most limited, and when it increases so as to threaten exhaustion, it can be reduced, since the *appetite created* will desiderate what numbers will be prepared willingly to pay for.

Again, in the case of all *purely Vernacular* Schools, the small fee asked for, ought to count as part of the expected contribution; and in many instances ought to count as the whole of it.

The State will be quite safe in making such an offer for many a year to come. At present Natives will *not accept of a wholly gratuitous vernacular education.* And those who are not unwilling to have it care not, for the most part, about aught save the *merest Mechanical acquisition* of reading, writing, and native arithmetic; and for that remunerate the teacher partly in money and partly in clothes, vegetables, &c. at a rate not exceeding, for all Bengal, the average of *three* Rupees per month.

Second. With regard to the general policy which Government ought to pursue on the subject of Education, I trust I shall be pardoned for furnishing an Extract from the evidence I gave in 1853, before the Committee of the House of Lords. "Here, at home, (Great Britain) Government does *not expend its educational resources on the maintenance of a few monopolist Institutions*; it tends to stimulate all parties far and wide, who desire to further the course of improved education by offering proportional aid, &c. now, while at an earlier stage of our history in India, it was certainly one great object to *create a taste* among the Natives for our improved instruction of every kind, and the British Government might feel itself warranted in devoting the whole of its available educational funds to the maintaining of a few costly monopolist Institutions of its own, the change of circumstances and onward progress of events may be found to render such *exclusive* and costly monopolies no longer desirable. The taste for improved instruction having now been to so large an extent created at the seats of Presidency and other large towns, and throughout many country Districts, there may *soon cease to exist, if it has not in some degree ceased already*, the same real or apparent necessity on the part of Government for upholding in such places such *exclusive and expensive* Seminaries as it has hitherto maintained, &c."

And this I rejoice to find is the very *policy* announced in the famous Educational Despatch. Its words are:—

"We look forward to the time when any general system of education, entirely provided by the Government, may be *discontinued* with the gradual advance of the system of grants-in-aid, and when *many of the existing Government Institutions, especially those of the higher grade, may be safely closed, or transferred to the management of local bodies under the control of, and aided by the State, &c.*"

Were this policy to be acted out, the *Presidency College* ought now to be transferred to the management of some local body under the control of, and simply aided like any other institution, by the State. A large proportion of its pupils are the sons of the wealthiest native inhabitants of Calcutta. The fee is disproportionately small, causing a cost to Government of Rupees 40 or upwards per month for each pupil. In this way the Government is simply putting Rupees 40 per month for each of their sons into the pockets of the richest citizens of the metropolis, while hundreds of thousands, or rather millions of the poor and the needy are left to pine away and rot in the depth of an ignorance which has been thickening for thirty centuries. This is generally felt to be a case of real, though it may be unintentional, injustice, which loudly calls for a remedy.

The appetite for inferior education has fairly been created in Calcutta, and numbers are now both able and willing to pay for its gratification, why then, should not the Government leave them or constrain them to do so? and why should the funds thus saved, not be appropriated to the extension of the popular education among the masses? This, I do believe, would be strictly in accordance with the spirit and letter of the Educational Despatch.

The extreme partiality of the present exclusive system is surely indefensible.

Should not the dictate of simple equity be either to bring the Presidency College under the general grant-in-aid system, and extend the benefit of the same proportionably to all other Calcutta Institutions, or deal with all alike, by extending State aid to none, and leaving them all to their own several independent resources?

Third. A change of this kind could be very easily accomplished, were another provision of the Educational Despatch to be faithfully carried out, instead of being, as now practically repudiated.

"It will be advisable (paragraph 30) to institute in connection with the Universities, Professorships for the purpose of the delivery of lectures in various branches of learning, for the acquisition of which, at any rate in an advanced degree, facilities do not now exist in other Institutions in India." After naming Professorships in Law and Civil Engineering as of this number, the Despatch thus proceeds :— "Other branches (32) of useful learning may suggest themselves to you, in which it might be advisable that lectures should be read, &c." In my evidence already referred to a similar suggestion was offered a twelve-month earlier in these terms. "The time has come when, more especially at the Presidency seats, Lectureships on high Professional subjects, such as Law and Civil Engineering should be established, not as an integral or constituent part of any existing Government College, but on such a free and unrestricted footing as to admit of the attendance of qualified Students from all other Institutions, East Indian, Armenian, Missionary, or Native, &c." And growing experience ever since has only confirmed me in my impression of the essential rectitude and extreme desirableness of some such course.

As regards the Presidency College a body of Managers or Trustees, partly European and partly Native, might, in the first instance, be appointed by Government, with power to perpetuate itself by fresh elections when vacancies occurred. To that body the whole of the buildings formerly called "the Hindu College" might be handed over as a free gift, and to these any necessary addition might easily be made.

Then, for the accommodation of the University, a suitable edifice might be erected on the ground which had been destined for the Presidency College. Such an edifice ought to contain a hall ample enough for the Entrance and other University examinations, halls for Library and Museums of Natural History, &c., and Class Rooms for Lectureships in Law, Civil Engineering, Chemistry, Natural History, or any other branch of learning which might be deemed expedient, with a room for the meeting of the Syndicate, the Senate and the different faculties.

Were a suitable edifice of this description erected for the University and Professorships of the kind now indicated, established there, a mighty impulse would be given to the cause of general education.

In all existing Institutions, probably for generations yet to come, the number of Students attending the classes for the most advanced branches, more especially of Mathematics and Natural Philosophy, and the Mental and Moral Sciences, must necessarily be comparatively small, and the cost of maintaining Professors to lecture in them utterly disproportionate to the number in attendance. But as the University bears an equal and impartial relation to all Affiliated Institutions, were Professorships in all the branches now specified to be established in connection with it, most of the more advanced Students attending all other Institutions, whether in Calcutta or out of it, might be glad to take advantage of such Lectureships for at least one year, previous to going forward to the examinations for the degrees of B. A. or M. A.

In this way classes of considerable numerical strength, might ere long be secured; so as fully to warrant the expenditure on the Professorships; while all other Institutions would be relieved of the enormous and perhaps intolerable expense of providing the higher tuition for mere handfuls. In all respects an arrangement of this sort would be felt and appreciated as an universal boon; and the cause of higher education would receive an accelerative impulse.

All this would be doing nothing but *literally carrying out the clearly expressed design of the Educational Despatch*; whereas the entire scheme of the Presidency College, as at present constituted, is, to my clear apprehension and that of many more, in *direct and open violation of that design.*

It is that palpable violation of the design of that celebrated document, along with the vexatious, and to a great extent, in our present backward educational position, prohibitory restrictions connected with Scholarships, the exaction of fees in all cases, and the amount of independent contributions, &c., which hitherto has so sadly disappointed the sanguine hopes once raised, and tended to fill men's minds with feelings of grievous dissatisfaction. Before, however, abandoning the whole scheme in despair, should the Supreme Government of India not emancipate the Despatch from the shackles in which they have bound it, a united appeal, on the part of the friends of Native Education may probably be made to the British Parliament and British people.

Fourth. In the remarks now made, I have purposely restricted myself to hopes respecting which there must be a general agreement among all who heartily, or at least the majority of those who also heartily, desire the improvement and extension of Native Education.

On one or two other points that call forth a wider diversity of judgment, I may be allowed to make a few remarks.

Respecting the admission of the Bible into Government Schools, without any infringement of the law of perfect toleration, on the principle recommended in the Minute of Lord Tweeddale, dated August 1846, I still retain the same moderate view which I advocated in the evidence before the Committee of the House of Lords already referred to. I am perfectly aware of the *practical* difficulties in the way. I never would put the Bible into the hands of a heathen teacher. And I know, in the majority of cases, how difficult it will be, for many a day, to find any but heathen teachers. But when a christian teacher is to be found, who may be both able and willing to give instruction in the Bible to such pupils as are ready voluntarily to attend, as is done in Ceylon, methinks, that instead of being forbidden, he ought, on every ground of duty to God and man, and even as a matter of sound policy, to be encouraged in so good a work.

But were the scheme of the Educational Despatch consistently carried out; were Government to have *permanently* no *exclusive* Schools or Colleges of its own, but merely to act temporarily as a *pioneer* of education in all destitute places, where the appetite for it has yet to be created and nursed, and resolved, as speedily as possible, to *transfer* all successively to the general grant-in-aid system,—its hands would be wonderfully disembarrassed, on the vexed question of Bible Education.

In connection with this subject I may also remark, that were Government, in strict accordance with the spirit and intent of the Educational Despatch and grant-in-aid system, to resume the arrangements made with the Church Missionary Society in the case of the Sonthals, and to enter into equally-liberal arrangements with other parties willing to operate, in similar ways, on the sunken and destitute masses of the general population, it would be doing a noble work for India, and go far to satisfy the wishes of reasonable Christian men.

And further, were the Government to offer to defray the entire expense of one or more Normal Schools for the training of teachers in connection with Christian educationists of all classes free from narrow sectarianisms, just as it now does in connection with its own exclusive system, it would go far to soothe and conciliate the minds of the Christian people of Great Britain, while it would be advancing the cause of that moralising education so much wanted by the degraded masses of India.

Further still, whether the Government retain its present exclusive system, or ultimately abandon it for a general grant-in-aid system, there is one measure which it might advantageously and consistently adopt—that is, in connection with the *University*, it might establish a Lectureship on the evidences and general truth of Christianity, as recognised by all orthodox Christians for the last eighteen hundred years, wholly irrespective of questions about Government, policy and discipline, and all other minor differences whatsoever. Attendance on such lectures being wholly voluntary, there could be no violation of any principle of toleration; while the Institution of such a Lectureship in the University would be nothing more than a fitting national recognition of the faith of the Rulers.

As a Lectureship of this description might not occupy the whole time of a man, the appointment might be given to any qualified person, whether Chaplain, Missionary or Professor, who might be able to undertake it in addition to his ordinary duties.

Indeed the same remark might be made with reference to all the other University Professorships or Lectureships.

The Lecturer on Chemistry, for example, in the Medical College or elsewhere, might be appointed to deliver a course of lectures of that more general and less professional kind which is adapted to University educational objects.

A Professor of Mathematics in any of the existing Calcutta Institutions might, for a moderate remuneration, be both able and willing to conduct a University class of more advanced Students from all affiliated Institutions through the higher branches of his particular department. And so with all the rest.

Lastly, in bringing these fragmentary remarks to a close, I have to apologize to the Lieutenant Governor for the crudity of their *form*, though not of their substance; this has arisen from the necessity of their being written under an incessant and extreme pressure of other harassing duties. If my time had only admitted of it, I would willingly have re-cast the whole, and endeavoured at least to reduce them to a form at once more worthy of the subject, and the respect due to the Ruler of a mighty Province more populous than France.

But crude though the paper be as to its form, I trust that His Honor will regard it with indulgence, and receive it as a small token of the Author's intense desire to lend any aid in his power towards the elevation and improvement of the Native mind of India.

I remain, &c.,

A. DUFF.

CALCUTTA MADRUSSEH.

PAPERS REFERRED TO AT P. 9 OF DIRECTOR'S REPORT.

Memorandum by WM. LEES, *Esq.* LL.D., *Principal of the Calcutta Madrusseh,—(dated the* 18*th September*, 1858.*)*

The Lieutenant-Governor has permitted me to read his very able Minute on the Calcutta Madrusseh. He has further conceded to me the privilege of submitting any additional remarks on the subject that I may desire to make.

At the time my Report was written, my attention was almost wholly taken up with the examination of the Arabic Senior and Junior Scholarship papers—an extremely arduous duty. It was consequently hastily drawn up, and not with that perspicuity which I should have wished. That portion especially (paragraphs 34 to 43) which treats of the Arabic Department as an Educational Institution is not clear, and has, I fear, been misunderstood. I embrace gratefully, therefore, the opportunity afforded to me by His Honor of adding a few lines in explanation thereof.

I must candidly declare that in drafting my remarks upon this Department of the College I felt somewhat awkwardly situated. The measures of reform which had been applied to the Institution had been recommended by myself. I was now called upon to report thereon; and a conscientious sense of duty compelled me to confess that they had not only completely failed, but that with the materials at present available it would not be possible to attain fully the object in view. Deeming, however, that with the extinction of the Calcutta Madrusseh the cultivation of Arabic in these Provinces would cease altogether, in justice to the two or three millions of Mahommedans of Bengal, as well as out of regard to the interests of Government, I felt equally bound to recommend that the Arabic Department should not be abolished.

I will now state with less reserve, and with more clearness I hope, what in my opinion led to the failure of the measures of reform above

alluded to The obstacles to their success were three:—The want of sufficient power on the part of the Principal to enforce his authority; the disingenuous conduct of the Head Professor; and partly the incapacity, and partly the unwillingness (resulting chiefly from the bad example set them by Head Professor) of the Junior Professors to teach Arabic on other than those principles by which they had themselves acquired it.

The two first-mentioned obstacles are easily disposed of. Not so, however, the latter; for though it may be assumed that the teachers, under altered circumstances, might be expected to evince a greater inclination to defer to the wishes of Government and their Principal, and take *some* pains to bring *their* ancient, more into harmony with *our* modern system of teaching, yet it would be too much to expect an ordinary Indian Moulavee to shake himself entirely free of his prejudices in favor of a system reverenced in the observance of it by his Shaikhs for upwards of a thousand years. It was for this reason that I despair of attaining fully the desired object, with regard to the teaching of Arabic, until such time as we shall have ourselves educated our own teachers.

Moulavees nevertheless may teach Arabic, and teach it well too, after their own fashion. The process is long, it is true; but the task may be accomplished, and at a less sacrifice of valuable time than at present, if the Professors are obliged to confine their teaching to instruction in the language only, and compelled to abandon altogether the "*Oloom*" or Sciences.

That such a course would be extremely distasteful to them hardly requires proof. The reasons for it are as obvious as they are numerous. But I do not think that that consideration should enter largely into a question such as is now under discussion. We are ourselves distasteful to them in every respect, and, do what we may to conciliate them, to that class of Moslems in whose opinion our very existence is a crime, we will continue to be so. Our duty, however, is very clear—it is that which the moral responsibility imposed upon us by our position in this country requires of us, and which honesty of purpose and the strictest integrity dictates. Acting on these principles, liberally interpreted, and securing to all the most absolute

liberty of conscience in matters of religious belief—a course to which I venture to maintain we are bound by every gentlemanly feeling, and which we cannot depart from without sacrificing the most sacred principles of honor and honesty—if we may not gain the *affections* of our Mahommedan subjects, we will undoubtedly command their *respect*, which, if ever we possessed, I fear we have now lost.

In recommending the continued existence of the Arabic Department of the Madrusseh, I had no intention whatever of advocating the maintenance of an Institution that would flatter the vanity of the Mahommedans as a class; but, as clearly expressed in the 39th and subsequent pragraphs of my Report, simply one that would afford special facilities for the cultivation of the Arabic language in conjunction with English, concluding that the present machinery, it proved inefficient, need not be retained an hour longer than the want of better rendered it necessary.

I am fully aware that some are of opinion that the Oriental Classics need not, necessarily, form part of a liberal education in India; but whatever *we* may think, no Mahommedan will consider another Mahommedan a man of learning, unless he possesses a competent knowledge of Arabic; and the same, with reference to Sanskrit, may be said of all Hindoos brought up without the precincts of Government Colleges. It is a fallacy to suppose that the acquirement of adequate proficiency in one or even both of the dead languages of India, and English, is an impossibility, or yet a difficulty. Eliminate "the Sciences" from one side or the other, and all is easy. I am therefore of opinion—an opinion which I expressed with great deference to the learned gentleman composing the Senate—that the Calcutta University has not acted wisely in virtually excluding the Eastern Classical languages from the curriculum of an ordinary Degree Course. A knowledge of these languages is the only species of learning that can elevate a Native in the eyes of his fellow-countrymen, or enable him to become instrumental in improving them.

Since, however, Arabic and Sanskrit have been ignored in the Calcutta University Scheme of study, or, what is the same thing, have been allotted a place equally prominent only with Greek and Hebrew, it would have, I am afraid, a somewhat illiberal appearance in the

eyes of the great nations of the civilized world, to say nothing of what native opinion on the subject would be, if Government were to deny their subjects facilities for acquiring those languages which are the keys of all they hold sacred and dear, as long as such can be done without danger to British supremacy and detriment to their own interests.

If these facilities can be afforded otherwise than by maintaining separate Colleges, undoubtedly let it be done.—I am no advocate for the maintenance, a day longer than necessity requires it, of Institutions for the benefit of persons of a particular religious belief. On the contrary, I believe them to be decidedly inimical to progress. The consideration of this portion of the subject, however, appears somewhat beyond my province. I will, therefore, content myself with adding that affording facilities alone will never induce Mahomedans to study the Arabic language, as I hope to see it studied, in conjunction with English. Oriental chairs may be founded, and Professors may be seated in them, but they will lecture to empty benches, unless the importance of the subjects they teach is recognized by their being made part of a general scheme; or suitable encouragement is held out for proficiency therein.

No. 2610.

FROM

THE DIRECTOR OF PUBLIC INSTRUCTION,

To

C. T. BUCKLAND, Esq.

Junior Secretary to the Government of Bengal,
Fort William, dated the 13*th October*, 1858.

SIR,—I have the honor to acknowledge the receipt of your letter No. 1581, dated 23rd ultimo with enclosures:

2*nd*—It would be mere presumption in me to offer an opinion upon the several points which have been dealt with (and as, it appears to me so conclusively dealt with) by the Lieutenant-Governor in his minute of the 15th ultimo, more especially as I have had more than one opportunity of conferring with His Honor, and offering such re-

marks as suggested themselves to me, whilst the subject of the minute has been under consideration. I shall therefore confine myself to suggesting how the arguments adduced by the Lieutenant-Governor may, in my opinion, be best carried out to their legitimate consequences.

3rd—I think that what is termed the Anglo-Persian Department of the Mudrussa should be kept up very much as at present, being managed generally upon the model of the Hindoo and Colootollah Schools, (the most successful of our Institutions of that grade). The course of instruction should be framed so as to lead up, as at present, to the University Entrance Test,* the two languages generally read being English and Persian, but Arabic and Bengallee being also taught to such extent as may be found expedient and practicable.

4th—The Arabic Department of the Mudrussa might be abolished, and in its place one or more Professors or Assistant Professors of Arabic and Persian added to the staff of the Presidency College. Upon these Professors would devolve the instruction in the above languages of all who might successfully pass through the "Anglo-Persian school," as well as of any others qualified to enter on the same curriculum; and it should be a condition in regard to these students that each should attend the lectures of *at least one* Professor in the English Department of the College also.

5th—The fee to be paid by these students would have to be fixed at a comparatively low rate, and, if it were thought expedient to offer a special encourgement (as Principal Lees would seem to wish) to the cultivation of Arabic as a classical language, this might easily be done by a due adjustment of the fee according to the language studied.

6th—Thus would facilities be offered to the Mahommedan youth of attaining to University distinctions at a trifling expense, while cultivating at the same time their favorite and classical languages. In place of fostering "passionate discontent" and expectations doomed to end in disappointment, a course as cruel as it is suicidal, we should

* Viz. 1. Two languages, of which English must be one.
2. Outlines of Ancient and Indian History, and a general knowledge of Geography.
3. Elementary Arithmetic and Algebra and 3 books of Euclid.

of our Mahommedan subjects in the way of obtaining lucrative and honorable positions in life, and we should at the same time be complying with the injunctions of the Education Despatch* which "emphatically declare" for the "science, Philosophy and Literature of Europe" in place of the erroneous and stationary† "systems which form the learning of the East."

7th—I think it not impossible that I may have to propose before long a plan somewhat similar to the above for the instruction of the class of students now resorting to the Sanscrit College, that is to say the conversion of the Junior Department of the present College into an "Anglo-Sanscrit School" on the model of the Hindu School, and the creation of a Sanscrit Professorship in the Presidency College.

8th—In this way, as it appears to me, would increased importance and means of utility be given to the Presidency College now kept up at so heavy an expense to Government, the Oriental Colleges, in place of occupying their present isolated and unsatisfactory position, would, as it were, form an essential part of the University and of our Educational system generally; while the views of the Hon'ble Court in regard to giving "greater practical utility"‡ to the instruction now imparted in those Colleges would be carried out, and upon the whole probably a considerable saving of expense would be affected.

I have, &c.

(Sd.) W. GORDON YOUNG,

Dir. of Public Instruction.

* Paras 7 and 8.

† For those who might still wish to pursue the old system of instruction, the Hooghly Mudrussa maintained by the endowment of Mahomed Mohsin would be still available. This Institution it should be remembered is now, owing to the Railway, almost as conveniently situated as if it were in Calcutta.

‡ Education Despatch of 1854, para. 90.

SONTHAL EDUCATION.

LETTER FROM THE COMMISSIONER OF SONTHAL PERGUNNAHS REFERRED TO AT PAGE 69 OF DIRECTOR'S REPORT.

No. 630.

FROM

THE COMMISSIONER, SONTHAL PERGUNNAHS.

To

THE SECRETARY GOVERNMENT OF BENGAL.

Bhaugulpore, 11th November, 1857.

SIR,

"I HAVE the honor to acknowledge the receipt of your letter, No. 458 of the 7th Ultimo, informing me that the Hon'ble the Court of Directors had disapproved of His Honor the Lieutenant-Governor's Scheme of entrusting the education of the Sonthals to the Church Missionary Society, and directing me to submit for consideration a Scheme in consonance with the Hon'ble Court's wishes.

"I am quite certain that no plan of Education will succeed if left to the superintendence of the Sonthal Officers. They have quite enough to do as it is, particularly in the dry season, when only the Schools could be well looked after, and besides they have not that practical acquaintance with Education, wanting which superintendence is quite ineffectual.

"It would, therefore, be necessary to have an Officer accustomed to and interested in Education, for the sole purpose of introducing and superintending the Schools; and considering the climate, the absence of Society, and the quantity and difficulty of locomotion, I do not think a competent Officer can be obtained at less than 500 Rupees per mensem, with a Bungalow at the Deputy Commissioner's Station and Rupees 5 a day Travelling allowance. His first duty would be, after having ascertained the number of School-masters available, to visit the principal centres of the Sonthal population,

dropping a School-master wherever anxiety was shown for one. As the Schools increased, he would require, first, one Inspector on say 200 Rupees a month and Rupees 2-8 Travelling allowance, to look after the Schools established, while he himself was setting up new ones, and a second Inspector on the same allowances or 50 Rupees less, would probably soon be wanted. As to School-masters, only men of a very inferior class would be obtainable for a very long time, and their services in teaching, reading, writing, and arithmetic, would be amply remunerated by from 6 to 8 Rupees a month. When the system is thoroughly at work, not less than 200 village School-masters will be wanted (about one School to 12 villages).

"The expenditure then will gradually increase up to as follows, viz.:

		Rupees
Superintendent and Inspectors; Salaries per annum and Travelling Allowances for say six months,	..	12,000
Interest on cost of house and annual repairs, say,	..	500
Two hundred School-masters, at 7 Rupees each,	..	16,800
	Total.. Rs.	29,300

"I make no estimate of the cost of School-houses, for the villagers will generally be induced to build them themselves and always to keep them in repair, nor do I consider it necessary to do more than allude to the probability that hereafter Central Schools will be required, where those so inclined can carry on their Education beyond the mere elements taught in the Village Schools.

"I think it would be as well not to make any charge at first, except for books. This would apply only to Sonthals and ordinary laboring ryots, however, not to Bengali Mahajuns and such like, who should invariably be charged Schooling fees.

"Some time will, of course, elapse before the above expenditure is reached; but the most vigorous efforts should be made to get up to it speedily, both on account of the people themselves, and in order to reduce the disproportionate cost of superintendence, and here I may remark that while Government superintendence nearly doubles the

cost of each Village School, Missionary superintendence adds a mere trifle.

"I have endeavoured to do what I am ordered; but I have had no experience in such matters, and I must confess my heart is not in this work. I look upon the Education afforded by the generality of Mofussil Government Schools with contempt, and I know no one who does not do the same. In my Report of the 24th June, 1856, I stated that I thought we were wrong both as to the classes we taught and the Education we gave, and my opinion has certainly not changed since then. Government Education must be a failure, I think, except in the instances where the School-master loves his work for its own sake, and these instances are but few. How many School-masters are there who would not gladly quit their employment for any other with nearly equal pay? Even if capable of really instructing, they have no conscientious interest in the well doing of their pupils, and the consequence is, they teach words, as many as possible, in order to acquire for themselves a good report at the Examination, which again is conducted by men who look on the thing as a bore, and often with good reason, for they have their own hard work to do, and who besides, from sheer inexperience, are incapable of ascertaining properly whether the School-master has faithfully done his work or not. As to the parents and friends of the pupils, they afford neither incentive nor check to the School-master, for, having had no Education at all, or one of words like their children, they are unable to appreciate good teaching. I think, therefore, that until Government can be certain of the services of School-masters or Superintendents possessing a strong conscientiousness, a deep interest in their work, and some practical knowledge of it, the Government Education will be words and nothing else. Men possessing the qualifications I have mentioned are to be had; but Government deliberately rejects their services, and prefers men who have often neither conscience nor capacity.

"The Hon'ble the Court of Directors are pleased to say in their Despatch that the Sonthals do not occupy separate regions or tracts of country so as to form isolated communities, locally separated as well as socially distinct from the Hindoo and Mussulman population and

being often located in close vicinity to populous towns and villages, and mixing with the general population in the concerns of life, the Hon'ble Court do not feel that in dealing with them they are exempt from the necessity of maintaining the caution necessary in Government Educational establishments. Now, with the utmost respect, I beg to say that this view of the Sonthal population is not altogether correct. Socially, the Sonthals are utterly distinct from the Hindoo and Mahomedan population, and from the other wild tribes even. They neither eat, drink, nor intermarry with them--they won't even serve them. They pay rent to the Zemindar; they borrow from and sell their produce to the Mahajuns. This is nearly the whole extent of their dealing with other races, except Europeans. Socially they are not so distinctly separate, except in one remarkable instance to be hereafter mentioned; but still in nine cases out of ten at least, a Sonthal village is inhabited by Sonthals alone, in the tenth there may be a few Paharias, Moholis, Bhooeyas, &c., but the Sonthals are always by themselves in one hamlet of the village, the others in another. Sometimes, but rarely, a Sonthal hamlet is found attached to a low Hindoo village, or *vice versâ*, and more often, a Sonthal village, for its own convenience, admits a Hindoo oilman or spirit-seller.

"The exception alluded to in the preceding paragraph is the Damun-i-Koh; within that tract I know of one Mahomedan village, and that is outside the Hills, in the narrow belt of plain bordering the Ganges; possibly one or two more may exist. There are several Hindoo villages peopled either by Mahajuns who have been admitted on sufferance, and might be excluded to-morrow without the right to complain, or by a very low caste of Hindoos, as ignorant as and far more degraded in morality than the Sonthals. With these few exceptions, and a sprinkling of Bhooeyas, Moholis, &c., who have come up with the Sonthals from the jungles of the South West, the population of the Damun is either Sonthal or Paharia, and Government has no objection to the conversion of the latter, for here, in the midst of Hindoos and Mahomedans, it supports an institution for Paharia orphans, whose education is entrusted to Missionaries, with the result that might be expected. If then the Hon'ble Court of Directors still think his Honor the Lieutenant-Governor's Scheme inapplicable to

the Zemindaree portion of the Sonthal Districts, why not let it be tried in the Da[illegible]hose inhabitants, as I think I have shown, are separate and [illegible]from the Hindoo and Mussulman population, and who are both [illegible]bjects and [illegible]ts of Government. Surely there can be no objection to this. I would be ashamed to propose a contraction of the noblest scheme of Education ever to my knowledge set on foot in India, were it not that I feel convinced the contraction would not last long. Among other changes, which late events will produce, I earnestly hope and firmly trust to see swept away that mistaken policy which has hitherto made us appear traitors to our God and cowards before men.

"There is a special argument, however, in the case of the Sonthals. By the Education given to Hindoos and Mahomedans in Government Schools, if we do not directly teach the true religion, we sap their faith in the false one they have,—a procedure sneaking in itself, and not often attended with the hoped-for result; but the case is different with the Sonthals. If we don't teach them Christianity, we shall most probably make them Hindoos; it can scarcely be otherwise. We cannot get Christian Teachers for the Village Schools, though the Missionaries could, and even if we could, forbidden as they would be to introduce religious subjects in any form, what influence would they have over the religious feeling of the boys, and their parents? The Sonthals would subside into bastard Hindoos as some have already nearly done. I wished to set up Schools in the Damun under heathen, until the Missionaries could occupy all the ground with Christian Teachers. This was opposed by the Missionaries because it would tend to make the boys liars and inimical to Christianity, and though I do not altogether concur in their views, I expressed a wish if they still adhered to them to give up my own opinion rather than do any thing to prevent their hearty co-operation in the scheme entrusted to them. I have frequently thought on the subject since, and though I should not object to press on with the mere elements of Education through heathen Teachers, knowing the Missionaries were behind with their Christian Education, and soon to overtake me, I should consider it a very different thing to make over the Sonthals for education either to Christian Teachers, forbid-

has to speak of their religion (if men taking service on such terms could be Christians except in name), or to heat[illegible]ith no prospect of any efficient counteraction to the all-prev[illegible]then influence around.

'Assuredly we are not here merely to introduce Steam Engines, and the sooner we set about our appointed work the better. The natives have no idea of conversion in general except by means of force or fraud, greased cartridges, or acts giving patrimonial property to deserters from the ancestral faith. Government might have Christianity taught in all its Schools. Once it was known we were in earnest, not a murmur would be raised. We have ourselves fostered and encouraged murmurers by giving way to them, even by anticipation, but, murmurs or not, we have a right to teach what we believe to be true, and we are bound to teach the whole truth. I would not force Schools on any place, but, if asked for, Christianity should be taught; if Hindoos and Mussulmans set up Schools themselves, good, let them have a Grant-in-Aid, they are entitled to that out of the general revenue of the country; but they are not entitled to any other help or encouragement from a Christian Government. I know not which have most pupils, Christian or unchristian Schools. It is said the former owe their large attendance to being free Schools, which the latter are not; but this only proves how little many heathen parents care about their children being taught the Bible.

"Whatever may be done elsewhere, I pray His Honor the Lieutenant-Governor to support his own Scheme for educating the whole of the Sonthal Districts with all the weight of his influence.

"No apology is required for speaking my opinion freely, if, as I trust, I have spoken it without disrespect for the opinions of others."

I have, &c.,

(Signed) G. U. YULE,

Commissioner, Sonthal Pergunnahs.

it is that growing indifference, and I may say indisposition, to the education of the natives, which is becoming observable in many quarters where such a feeling was totally unexpected. Men who were hitherto never suspected of entertaining any such feeling, now, in the bitterness of their hearts, torn and wounded by the terrible events which have occurred, ask what has been the use of this education of the natives; whilst other go so far as to say that it can be proved by the most legitimate and logical deductions, drawn from the very Mutinies themselves, that native education is fraught with danger, and that all sound and safe politicians ought to discourage it. All must agree that these are two very serious evils; and I say that your having been able to carry on in quietness your pursuits in this College during the past year is a subject of warm and abiding congratulation, because this College in particular, and the labours connected with it, their causes, facts, and consequences, appear to me to furnish a complete antidote to the evils of which I have spoken, and to any false and erroneous inferences that may have arisen from the events of the past year. With respect to the first evil, the very purpose for which you, students and professors, are here daily and weekly assembled is a purpose intimately and inseparably connected with that general beneficence, and that universal brotherly charity, which knows not, nor can stop to consider, differences of class or creed or colour, but strives to extend to all the advantages of knowledge and skill,—a purpose which unites the master and the pupil, old and young, Christian, Mahomedan and Hindoo, in one common bond of sympathy—a purpose, I will say, that has for its motto, "Peace on earth and good will towards men,"—by men, meaning not this or that class or creed or colour, but all mankind, the whole brotherhood of nations. In this College, then, where not only the teaching but the practice of the professors is constantly inculcating and illustrating that general, ardent, and undistinguishing philanthropy which is the pride and boast of their illustrious profession,—here, where you have constantly before your eyes the liability of all men to suffer and their need of that aid and skill which this institution affords,—here, where day after day professors and pupils bend, at one time perhaps over a suffering Englishman, and at another time over a

dying Mahomedan or Hindoo, in such scenes I say that there is not room for antagonism of race or for differences of class, creed or colour, but on the contrary a complete abandonment, abnegation, and abjuration of such unholy and degrading distinctions—degrading, because opposed to our civilization as Englishmen, unholy, because condemned and proscribed by our religion as Christians. With regard to the second evil result I have adverted to, I would say that various as have been the causes assigned for the Mutiny, the savage and barbarous atrocities with which it has been accompanied are owing, beyond doubt, to the dense and deep ignorance in which the sepoys and those who acted with them are plunged; rendering them at all times the easy dupes of political and religious impostors, and leading them, where their passions are roused and excited, into all the blindness and all the ferocity of the beasts of the forest and the field. There is no one thing more thoroughly established in all political science, and by the experience and observation on which that science is founded, than that populations are orderly, peaceable and reasonable—and because reasonable, easily governed—in proportion to their intelligence and moral and mental cultivation; and I am satisfied that the natives of India form no exception to this rule. It is to the absence, and not to the presence, of education, it is to the ignorance, not to the enlightenment, of a great part of our subjects, that we owe, if not the rebellion itself, certainly the dark and dismal horrors which have distinguished it. Those who have imbibed the greatest share of English ideas and knowledge have taken the least part in the recent troubles and atrocities: the best educated have been universally the best affected; and I know scarcely one well authenticated instance of a really educated native—I will not say joining, but even sympathizing with the rebels. When I say this, some of you will probably think of the Nana; but the case of the Nana is no exception. It has been said, and quoted over and over again, that that execrable and atrocious miscreant is a man of English education. But I am informed that he has merely a slight smattering of English education, and that he cannot, in any one sense of the word, be called an educated man. The cause of education has much suffered by this mistake committed in respect to the Nana.

In this time of temporary confusion and misunderstanding, I fear that many persons have lost their faith—for a season only I hope—in the efficacy of education as the best safeguard against crime and rebellion; but if they still doubt, I would bring them to the College, and read to them the results of the instruction given in it, as embodied in a memorandum which has been furnished to me.

"Of the very many servants of Government educated at the Medical College and scattered over the face of the country, exposed to the most unfortunate influences, a singularly small number has been even suspected of disaffection, and but a very few have proved actually unfaithful to their salt. Only twenty-one in all, out of the very numerous body, have as yet been known to have fallen under suspicion, and twenty of these belonged to the Military class, who from their connections might have been expected to be much more largely implicated. One only of the Sub-Assistant Surgeons has failed, the rest behaving creditably, and one of the oldest of them, Chunmun Loll, being cut to pieces in his dispensary at Delhi. The subordinate medical staff have been to a man loyal to the back bone, and have worked hard and done excellent service throughout."

Now while these facts corroborate largely the sentiments and opinions for which I am contending, they are alike creditable to the College, and show that at all events we do not teach rebellion here, and that the few who have fallen away, have not been inoculated with disloyalty here, but have had, as you may say, a confirmed predisposition to it. The great bulk of those who have been educated in this College have remained firm to their allegiance. As to the Professors of the college, I might very fairly take the list of them now before me, and offer to each by name the thanks which each has so well deserved; but for this I have not obtained a sufficient knowledge of the details of the subject. I feel, however, that while such names remain here, the College cannot but flourish. More particularly I see two names which have been so long connected with the College, that they seem as if they were part and parcel of it—I allude to Doctors Goodeve and O'Shaughnessy—one of them long represented in the College in the person of his able and excellent brother, and both of them, names with which this

College must ever be connected and to which it must always stand indebted. I wish also to offer my thanks to the Principal—my personal thanks—and I have a reason for doing so. When he was appointed, there was supposed to be considerable difficulty about obtaining a Principal at once suitable for and desirous of the appointment, but the selection of Dr. Eatwell is one that has turned out all that could be wished; and I must therefore be allowed to congratulate myself on the very fortunate selection made on that occasion. Having said so much about the living, I will now say a few words about the dead. Those who have been in the habit, as I have been, of attending these annual meetings, must remember the honest, open, thoroughly English face, of the late Professor of Anatomy and Physiology—without whose presence something seems to be wanting here to-day—they must remember the bluff, determined look and manner, all so characteristic of him as a man strenuous in upholding his own opinions, but at the same time always kind, always generous, full of knowledge, full of earnestness, always labouring for the Institution, zealously, wisely, and successfully. Most satisfied am I that the successful results of more than one department of the College are owing to him: let him not therefore be forgotten; he is beyond our thanks and praises; but I should feel that I was wanting in my duty if, on an occasion like this, I should fail in doing honor to the memory of Henry Walker."